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ABSTRACT

This report consists of three chapters: (1) workshop proceedings; (2) papers presented by experts; and (3) field survey, preparation, and field testing of materials. The proceedings contain an introduction, workshop objectives, participants, opening of the workshop, phases of the workshop, closing session, and recommendations. Five papers are presented: (1) "Review of Existing Literacy Materials Developed in Pakistan" (R. Farooq); (2) "Production of Literature for Neo-Literates in Pakistan" (Ghulam Hussain); (3) "Preparation, Production, Field Testing, Evaluation, and Utilization of Materials for Neo-Literates" (Tongyoo Kaewsaiha); (4) "Planning, Designing, and Illustrating of Materials for Neo-Literates" (Satoshi Kako); and (5) "Development of Training Materials under APPEAL"--Asian Pacific Progam of Education for All (T. Sakya). The third section outlines the steps used in material development and testing. It gives the background of three field sites and presents the reports of three groups, including samples of the materials they developed. The appendix includes workshop agenda, participant list, welcome address by S. M. Qureshi, and an address by Shinji Tajima. (NLA)

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Report

ED382001

National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan

Islamabad, Pakistan
12-21 September 1989

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Primary and Non-Formal Education Wing,
Ministry of Education, Pakistan

Asian Cultural Centre for Unesco (ACCU), Tokyo

in co-operation with
Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok

Report

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Acknowledgment

This report is the outcome of National Workshop on the Preparation of Literacy Follow-up Materials jointly organized by Primary and Non-formal Education Wing, Ministry of Education, Pakistan and the Asian Cultural Centre for Unesco (ACCU), Tokyo in co-operation with Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, and both Pakistan and Japanese National Commissions for Unesco, in Islamabad, Pakistan from 12 to 21 September 1989.

The Workshop proved a great success with fruitful and substantial outcomes thanks to the joint efforts made by Pakistan organizers, ACCU, Unesco PROAP and members of the International Mobile Team from Japan and Thailand, resource persons, participants from different provinces and cities of Pakistan, secretariat staff including illustrators and all those concerned with the Workshop.

This report consists of three chapters: I. Proceedings, II. Papers Presented by the Experts and III. Field Survey, Preparation and Field-testing of Materials plus Annex and Appendix.

It is our great hope that this report will be of some help in regions where illiteracy problems still exist and that the outcomes of the Workshop will be shared by those working hard in this field.

Our special thanks should go to all the participants for their active participation and to the consultants, resource persons for their good guidance which led the Workshop to a great success. Moreover, we extend our sincere appreciation to the secretariat staff of the Workshop for their hard and excellent work.

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3. Preparation, Production, Field Testing, Evaluation and Utilization of Materials for Neo-Literates

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4. Planning, Designing and Illustrating of Materials for Neo-Literates

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Chapter I

Proceedings

1. Introduction
2. Objectives of the Workshop
3. Participants
4. Opening of the Workshop
5. Phases of the Workshop
6. Closing Session
7. Recommendations

Proceedings

1. Introduction

A National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan was jointly organized by the Primary and Non-formal Education Wing of the Ministry of Education, Pakistan and the Asian Cultural Centre for Unesco (ACCU), Tokyo in collaboration with Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, as well as both Pakistan and Japanese National Commissions for Unesco, in Islamabad, Pakistan from 12 to 21 September, 1989.

2. Objectives of the Workshop

The basic objective of the workshop was to provide training opportunities to the Planners/Educationists/Administrators and all those who are actively involved in the promotion of literacy both at the Governmental and non-Governmental levels. The National Workshop also provided a platform for the participants to share mutual experiences each other and to benefit from the rich and useful work done by the Asian Cultural Centre for Unesco (ACCU), Tokyo. The participants were also apprised of the various types of reading materials produced and published under the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP).

3. Participants

Thirty-three participants representing four federated Provinces of Punjab, NWFP, Sind and Baluchistan, as well as representatives from Azad Jammu and Kashmir Government, Agricultural University, Faisalabad and Adult Basic Education Society, Gujranwala and Mass and Literacy Commission, took part in the workshop. The participants of the workshop were specialists in various aspects of literacy and post-literacy activities. Some were subject-specialists and were actively involved in the curriculum development and production of learning materials for neo-literates. The participants were provided with guidance, professional advice and insight into the production of learning materials by the International Mobile Team consisting of the two experts on literacy material development from Japan and Thailand, representatives from Unesco PROAP, and ACCU staff members.

The names of the participants and those who provided their professional support is given in Annex .

4. Opening of the Workshop

Opening of the Workshop

The National Workshop was inaugurated by Dr. S. M. Qureshi, the Federal Education Secretary, Government of Pakistan on 12 September 1989, at 10.55 a.m. In his welcome address to the participants of the workshop he highly applauded the positive response to the Government of Pakistan's request to ACCU to agree to provide financial as well as technical/professional assistance in organizing the national workshop. He expressed his thanks and extended a warm welcome to the Four-man Team from ACCU, which is assisting the Ministry in holding this premier national workshop in Pakistan.

His address is given in Appendix 1.

Mr. Shinji Tajima, Chief of the Book Development Section, ACCU, expressed gratitude on behalf of ACCU, to cooperate with the Ministry of Education to organize the workshop. In his address he gave an exhaustive over-view of the activities of ACCU, highlighting literacy programmes. He informed that the National Workshops have so far been held in four Asian countries and the participants have been provided technical/professional guidance on the production of reading materials for neo-literates in the form of booklets, posters and games to maintain the interest and keep the ability of neo-literates. He expressed his hope that the team of experts, including an artist of repute and a well-known expert in this field, would greatly assist the participants in developing materials to create awareness among the illiterate population that acquiring literacy with improve their socio-economic conditions.

He explained to the participants that pooling of ideas was helpful in preparing prototype materials.

He then described in brief the aims and objectives of the literacy material prepared for the neo-literates. He said that the basic aim is to create love for reading in the minds of neo-literates through the written word or through visual aids. He referred to the device of posters which could instantly create a lasting visual impression on many people at one time.

His address is given in Appendix 2.

Dr. Abdul Aziz Khan, Joint Educational Adviser, Primary and Non-formal Education Wing of the Ministry of Education, informed the participants of the workshop of his fruitful visit to Japan during the year 1988. He said that during his visit, he had the rare opportunity to visit ACCU. He was really impressed by the useful work done by the Centre in the field of preparation of reading materials for the neo-literates. The Centre not only encouraged original writing of booklets and other reading materials but also assisted in translating and developing the material considered useful and helpful for neo-literates.

He also stated that, to his delight, ACCU accepted his sincere request to organize the National Workshop in Pakistan without hesitation. He also mentioned his application to Unesco PROAP for the job of 'Marriage maker' which is now being properly solemnized in Pakistan in the form of this National Workshop.

Dr. Abdul Aziz Khan expressed his thanks to the Federal Education Secretary, who also gladly allowed him to hold this workshop in the Primary and Non-formal Education Wing of the Ministry of Education, which was inherently responsible for promoting and expanding basic educational facilities through both formal and non-formal systems throughout the country.

He expressed his hope that the participants of the Workshop would make the best use of the expertise, and rich and valuable experience of ACCU, which has sent an International Mission Team to assist us in the development of reading materials for neo-literates.

Mr. T. M. Sakya, Educational Adviser, Unesco Principal Regional Office for Asia and the Pacific (PROAP) and in charge of the Asian/Pacific Programme of Education for All (APPEAL), addressed the participants on 20 September 1989. Before his presentation, he expressed his deep thanks to the organizers of the national workshop which has afforded him an opportunity to come again to Pakistan and to share mutual experiences with Pakistani experts in the field of literacy. He expressed his profound gratitude to Dr. Abdul Aziz Khan, who was the main motivating force in holding this national workshop. He also acknowledged the prompt response and professional support being extended by ACCU.

Mr. T. M. Sakya reminded the participants that the South Asian and Pacific Region was heavily populated. Nearly 63% of the world population lives in the Region. He said that we, who were the proud inheritors of Eastern civilization, have now sunk deep into the mire of ignorance. There was a time when this part of the world gave birth to major civilizations and were givers of Sweetness and Light to others, but we have now gone deep into illiteracy. It is rather regrettable that three fourths of the world's illiterate population lives in this part of the world. He particularly mentioned South Asia as having the largest numbers of illiterates in the Region.

5. Phases of the Workshop

(1) Presentation and discussion of the working papers

Lecture by Experts

The first phase of the workshop was devoted to the presentation made jointly by Mr. Tajima and Mr. Aoyagi, Assistant Chief, Book Development Section, ACCU, who gave an exhaustive background of ACCU. They also explained in details 35 materials for neo-literates co-produced under the Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas known by its acronyms AJP. Under this programme booklets, posters, games and audio-visual materials are produced for the benefit of neo-literates. They suggested to the participants to think of new and effective innovative techniques to suit the learning needs of the neo-literates in Pakistan.

Dr. Tongyoo Kaewsaiha, the international consultant from the Ministry of Education of Thailand delivered a highly informative lecture outlining the various approaches, techniques and methods of ascertaining the felt needs of target population. He explained, using OHP, to the participants the various stages of educating the masses to acquire literacy for improving their socio-economic conditions of life. At the end of his absorbing lecture, he invited questions from the participants to further clarify some of the innovative strategies/methods of collecting, assimilating and analyzing the data for the purpose of writing reading materials for neo-literates. His paper is given in Chapter II.

Dr. R.A. Farooq, a Faculty Member of the Academy of Educational Planning and Management, Islamabad, presented his paper entitled "Review of Existing Literacy Materials developed in Pakistan".

He in his paper highlightened the efforts of Government as well as Non-Governmental Organizations in the production of reading materials for neo-literates. His paper is given in Chapter II.

Ch. Ghulam Hussain, Department of Agricultural Extension, Division of Education and Extension, University of Agriculture, Faisalabad, presented his paper on the Production of Literature for Neo-literates in Pakistan. His paper is given in Chapter II.

The participants highly appreciated the two papers which provided them with the needed information on the literacy materials already produced for neo-literates in Pakistan.

Dr. Satoshi Kako, the international consultant from Japan, famous illustrator and Director of Educational Research Centre, presented his paper on "Planning, Design and Illustrating of Materials for Neo-Literates" using very attractive flipchart and delivering unique easy-made booklet. His presentation was very informative and helpful to the participants in practical development of materials for neo-literates, which is shown in Chapter II.

Mr. T. M. Sakya from Unesco PROAP presented his paper "Development of Training Materials under APPEAL showing various diagrams by OHP. He stressed the importance of linckage between curriculum and material development. His very informative paper is shown in Chapter II.

(2) Field work

Field Survey by Participants

Preparation of Materials

Field Testing

The participants were divided into three groups and provided village profiles of (i) Muslim Colony, (ii) Pind Parian and (iii) Dherak Mori, situated in the periphery of the Federal Capital. The village profiles are given in Chapter III.

Three villages were selected keeping in view the characteristics or rural population of Pakistan. The participants were taken in the official transport to these villages in three groups. The lists of members of each group are given in Chapter III.

On the basis of the field work and after ascertaining the felt needs of the target population, the participants developed new materials.

The step taken in developing and producing literacy follow-up materials in the workshop are as follows:

(A) Field survey

(a) Preparation for field visit
(b) Field visit to the village
(c) Analysis of field test

(B) Preparation

(a) Selection of topics of materials to be developed
(b) Preparation and production of materials

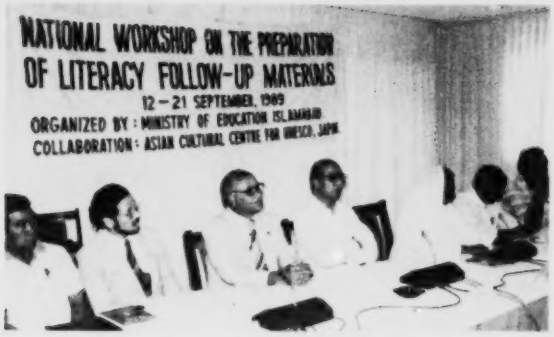
(C) Field testing

(a) Preparation for field testing
(b) Field testing of newly prepared materials
(c) Analysis of field testing

(D) Revision and finalization of the materials

Field works done by the three groups are given in detail in Chapter III.

6. Closing session


NATIONAL WORKSHOP ON THE PREPARATION
OF LITERACY FOLLOW-UP MATERIALS
12 - 21 SEPTEMBER, 1989
ORGANIZED BY : MINISTRY OF EDUCATION ISLAMABAD
COLLABORATION : ASIAN CULTURAL CENTRE FOR UNESCO, JAPAN

Closing of the Workshop

The closing ceremony of the National Workshop was held on 21.09.1989 at 3:00 p.m. Dr. S. M. Zaman, Chairman, Literacy and Mass Education Commission, presided over the closing ceremony. The participants of the workshop as well as invited guests attended the ceremony.

Dr. S. M. Zaman in his open speech expressed his happiness over the efforts and hard work made by the participants of the workshop to produce useful and appropriate literacy follow-up materials for the Neo-literates. He particularly highly appreciated and complimented the role of the Primary and Non-formal Education Wing of the Ministry of Education, which in collaboration with the ACCU, Tokyo (Japan) and Unesco PROAP, Bangkok, took the initiative to hold this premier National Workshop in Pakistan. He said that it was very heartening to know that very useful follow-up materials for neo-literates have been prepared by the participants during the workshop. He added that we prepare and implement very grandiose development plans, but unfortunately most of these plans fail to achieve the desired objectives, because of the lack of follow-up action. He, therefore, advised the participants that when they go back to their respective Provinces, they must keep in mind that the success of a programme invariably depends on the "Follow-up" action.

Dr. S. M. Zaman, informed the participants that he was highly impressed by the quantity as well as the quality of literacy materials consisting of booklets, posters, card games, audio-cassette and visual aids which were prepared during this workshop. He added that he was greatly moved to see the latent potentialities of our planners, administrators, literacy workers, who have produced such nice materials during such a short time. The materials produced during the workshop was of the highest quality. He said that if we can do such good work in such a short time, he was quite confident that our future literacy campaigns would also be crowned with success. What is needed is hard-work, proper training and dynamic leadership. He said that literacy materials for the Neo-literates should be based on the actual situations reflecting the pressing needs of the masses. He added that two things are very important which should be given due consideration while preparing literacy materials for neo-literates. The first thing is the content and the other, the use of language. We must give to the masses food for thought in a language which is commonly understood by each and every one. There is no substitute for the language used by the people in their daily life. Unless we are able to communicate the required message in the language of the people, we cannot expect it to reach the masses. He even advocated the use of mother tongue which is undoubtedly the best means of communication. He said that the literacy materials for neo-literates should be prepared in the language used by the people. Besides, our literacy programmes must reflect the local environments, local demands and needs. He forcefully pleaded that we should forge and cultivate a sense of unity amongst our people through the effective and powerful vehicle of communication. Literacy materials, therefore, should help us to achieve this objective - he added.

Dr. Abdul Aziz Khan, Joint Educational Adviser, before the conclusion of the ceremony, expressed his thanks to Dr. S. M. Zaman, who had condescended to be the chief guest at the concluding ceremony of the National Workshop. He complimented his efforts in the promotion of literacy in the country since taking over the charge of the LAMEC. He hoped that under his inspiring leadership this national organization will intensify its efforts to wipe out the bane of illiteracy from the country.

Dr. Abdul Aziz Khan, once again expressed his thanks to the members of the ACCU, Dr. Satoshi Kako and Dr. Tongyoo Kaewsaiha, International Consultants from Japan and Thailand, and Mr. T. M. Sakya, Educational Adviser, In-charge of APPEAL, Unesco PROAP whose expertizes have greatly contributed to the success of the Workshop.
He congratulated the participants on the hard work done by them during this workshop. He assured the participants that if they wish to replicate the good work done by them here, they will be provided the necessary incentive/resources. He, however, cautioned them that we should not keep the material in our archives and in the Provincial Library, but it should be easily available to neo-literates so that we may be able to sustain their interest rather than allow them to go back in the lap of illiteracy.

7. Recommendations

The participants of the workshop expressed their intension to work with the same spirit and zeal when they go back to their respective Provinces. They also expressed their wish to continue their efforts and replicate the types of literacy materials prepared during the workshop for use by neo-literates so that the blight of illiteracy plaguing the life of our people could be removed as early as possible.

Chapter II

Papers presented by the experts

1. Review of Existing Literacy Materials Developed in Pakistan

   Dr. R. A. Farooq, Academy of Educational Planing and Management, Islamabad

2. Production of Literature for Neo-Literates in Pakistan

   Ch. Ghulam Hussain, Assistant Professor, Department of Education and Extension, University of Agriculture

3. Preparation, Production, Field Testing, Evaluation and Utilization of Materials for Neo-Literates

   Dr. Tongyoo Kaewsaiha, Director, Supervisory Unit, Non-formal Education Dept., Ministry of Education, Thailand

4. Planning, Designing and Illustrating of Materials for neo-Literates

   Dr. Satoshi Kako, Director, Educational Research Centre, Japan

5. Development of Training Materials under APPEAL

   T.M. Sakya, In-charge of APPEAL, Educational Adviser, Unesco PROAP, Bangkok

Review of Existing Literacy Materials Developed in Pakistan

Dr. R. A. Farooq
Academy of Educational Planning & Management, Islamabad

1. Introduction

A person is functionally **literate** when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group. On the contrary the person who lacks knowledge and skills in reading and writing which could enable him to engage himself effectively in his culture or group, is considered **illiterate.** An illiterate person is unable to read, write and do simple artihmetic.

The people who have acquired basic literacy skills through primary education or through literacy classes are called **neo-literates.** While they attained some degree of literacy skills, they are likely to relapse into illiteracy unless some appropriate continuing/follow-up education is provided for them. Generally there are three categories of neo-literates:

a) Beginning Level - Neo-literates who have limited literacy skills and those who need guidance to use learning materials and need simple reading materials suited to their abilities and interests.

b) Middle Level - neo-literates who can read interesting stories, newspapers, songs and comics by themselves and try to understand them in relation to their daily experiences.

c) Self-Learning Level - neo-literates who can study books ad newspapers independently and who are willing to go to libraries and other places in search of reading materials.

2. General Considerations in the Development of Literacy Materials

2.1 Designing Literacy Materials

The production of curriculum materials for a literacy or post-literacy programme involves both technical and philosophical considerations. Preparation, lay out, reproduction of texts, and illustrations are the major tasks involved in the design of materials for learners. Development of a literacy curriculum also includes the preparation of syllabi and guideline for instructors. Each of these tasks requires certain skills and also a clear understanding of the aims and methodology of the programme. The designers of the curriculum material for adult illiterates as opposed to children can not depend on a pre-established framework of developmental stages or learning behaviours. Adult materials must reflect the needs of specific groups of learners and these are likely to vary from one regicn to the next.

A primer, consisting of elementary and some post-elementary sections continues to be the most popular format although its apparent rigidity has been criticized. Other formats such as posters, charts, flash cards and loose-leaf notebooks have also been used in several programmes, often along with a primer. Attempts have been made to use slides and television for literacy instruction, but the technological network and financial investment required for the use of these media have prevented their large-scale application.

The focus of literacy instruction has shifted from alphabet recognition to association of images and words with vital interest of the learner.

The production of reading materials for people who have acquired basic literacy is still a much neglected area in both developing and developed countries. Materials that assist writing and numeracy are even less common. Although the need for post-literacy materials has long been recognized. Neo-literates continue to face great difficulty finding-printed materials that they can read with interest and ease and this is true of both rural and urban areas. Writing and production of materials for neo-literates require special consideration in matters like vocabulary, content and letter size. However, a heavy control on vocabulary and content can seriously affect readability generally speaking, post literacy materials available in serveral Third World Countries are didactic in theme and often apathetic in content. To some extent this situation can be held responsible for the large scale incidence of relapse into illiteracy.

2.2 Objective of the Learning Materials for Literacy/Post Literacy

The development of the learning materials for illiterates or neo-literates has the following objectives:

2.2.1 Acquisition of basic literacy skills - through literacy classes.

2.2.2 Re-Inforcement of Literacy. This objective has two functions (1) to prevent a laps into illiteracy for want of reading materials; and (2) to bring the literacy of the neo-literates to the independent learner level.

2.2.3 Improvement of economic skills. Neo-literates and illiterates are usually poor and live in rural areas or in very crowded communities, and are either unemployed or underemployed. The improvement of their

economic conditions is an important objective in the development of learning materials.

2.2.4 Access to Information. Literacy materials should communicate messages/information which can help the target group to raise their standard of living and improve the quality of life through better health practices, better food, increased income, improved family life and more direct civic and community participation.

2.2.5 Development of Critical Awareness. Education, whether formal or non-formal, should develop critical thinking and reasoning power. It should aim to nurture into being mature and rational individuals.

2.2.6 Formation of rational and scientific attitudes. Neo-literates have to discard some strongly held conventions and beliefs which probably had some social significance ages ago, but which are totally counter-productive and anti-developmental in the present time. Some superstitious beliefs still exist, especially in far-flung rural communities, binding them to the conditions of the past and thus hindering progress. Now they have to adapt themselves to concepts which will be conducive to their development, but the lack of scientific knowledge blunts the message or in the minds of the neo-literates.

2.2.7 Orientation toward values, desirable attitude and action. The use of the literacy materials developed should result in desirable behavioral changes, in desirable values development among the users. It should alter the living style through stronger, newer values and attitudes. The materials should be action-oriented with some sort of implementation mechanism.

2.2.8 Provision for entertainment. The neo-literates lead a hard and gritty existence with not much joy and diversion. If the learning process becomes too dull and grim then resistance may develop among the learners. So while the main aim is to instruct and inform, at the same time efforts should be made to make the learning materials attractive and, if possible, entertaining.

2.3 Learning Behaviours of Neo-Literates and Characteristics of Neo-Literates Materials

Many people, especially illiterates and neo-literates in the rural areas have a wrong notion about learning. They believe that as people get older, they lose their learning capacity. People working in literacy and post-literacy programmes must try to give confidence to the learners that people can learn throughout their life, that advance in age does not impair their learning capacity. According to E. L. Thorndike "Ability to learn declines very slowly and very slightly (i.e. one per cent per year) after the age of twenty years". Learning ability can be improved through better learning environment, better teaching methods and better learning materials. In the process of aging other physiological changes occur such as decline in visual acuity, reduction in speed of reaction, and lowering of energy levels. The learning materials developer should take these factors into consideration and try to prepare materials using better and larger prints, more illustrations, and simpler language.

Another very important fact about adult learning is that adults can not be forced to study particular learning materials as done in the case of children in the schools. Adults learn if the learning environment and materials are conducive and attractive to their learning.

The learning behaviour of the adults and their reading habits require that learning materials should have the following characteristics:

1) The literacy follow-up materials or neo-literate materials should be suited to the learning skills of the target neo-literates. Since there are different types and levels of neo-literates with different levels of literacy skills, the neo-literates materials must be graded according to language difficulty levels so that the neo-literates with different literacy and other learning skills could use them and acquire knowledge and skill. The neo-literate materials should help the learners to retain, consolidate and improve their literacy skills.

2) The materials should focus on the real and immediate problems of the learners and the environment in which they are living.

3) They should promote active learning i.e. they should help to develop a critical attitude towards problems, reflect on them, analyse them, discuss them and take proper decisions in time.

4) There must be special types of materials for special groups and programmes (women, minorities, immigrants, aged people, etc.)

5) The material should promote cultural heritage, national integrity and dignity.

6) The materials should be simple, attractive and interesting.

2.4 Contents of Literacy/Post-Literacy Material

Learning is a change in behaviour as a result of some experience. This change can only be beneficial when the right kind of challenge can arouse the right kind of action. It means that the contents of learning materials must incorporate the objectives of the programme and cover the three domains of learning i.e. cognitive, affective and psychomotor.

a) Cognitive (Knowing) - acquisition of literacy and knowledge.

b) Affective (feeling) - gaining understanding and a positive mental response to problems.

c) Psychomotor (acting and doing) - action leading to change or improvement in living conditions.

Keeping in view the above mentioned three domains the content of literacy/post-literacy material should include 10 basic aspects of life. These aspects have been classified as under:

A. Essentials for life
(1) Food
(2) Clothing
(3) Housing
(4) Water
(5) Health

B. Socio-Economic life
(6) Environment and Population
(7) Communication
(8) Income

C. Educational and Cultural life
(9) Education
(10) Cultural and Spiritual

2.5 Procedure of Developing Literacy Materials

The first step in development and production of materials for illiterates or neo-literates is to collect and analyse the data concerning to problems and needs of the target group. Identification of the problems and the needs of the target group are important because the materials prepared should be based and linked with learners' problems and needs to help them to improve their quality of life. The materials should be directed toward helping the illiterates or neo-literates in the villages to fulfill their needs and or to solve their problems.

There are at least five key steps of the procedure in developing literacy or post-literacy masterials. The five key steps can be seen flowchart below:

2.6 Formats of the Materials

Format of the literacy/post-literacy material is decided on the basis of what may be most appropriate and effective for the content of the particular materials to be proposed. Possible formats are as under:

1. Printed book - book, booklet, photo novella, comics
2. Printed non book - Poster, leaflets, wall newspapers, news periodicals and journals, flip charts, flash cards, picture cards
3. Electronic non-book - films, movies, videos slides, tapes, radio and T.V. programmes.
4. Games - Simulation games, puppet show songs etc.

3. Review of Materials Developed in Pakistan

To make the literacy programme meaningful the adult learner should be given such learning materials as are based on his interest and environment. They would feel interested in the folk tales and folk songs prevalent in their localities which they have inherited from generation after generation. Even today the Heer Ranjah, Mirza Sahiban, Sohni Maheewal in Punjab, Adam Khan Memoona in N.W.F.P., are cherished by the people living in these areas. Folk songs of Alam Lohar and Reshman in Punjab, Allan Faqir in Sind, Faiz Baloch in Baluchistan, Khiyal Mohammad in N.W.F.P. are still loved and used by the people. These folk songs, even, rouse the feelings of the young natives. It is, therefore, obvious that the interests of the adult learner, and the community in general for whom we are designing materials, should from the central theme.

Before discussing the real status of literacy material developed in the country let me mention that there are three important components in the process of adult education. These are (a) the adult learners, (b) the instructor, and (c) the materials. In a way, the Instructor, or an agent for social change, is a link between the learner and the written word. If the link is weak the entire fabric becomes shaky. The instructor is expected to perform two-fold task by developing the literacy skills in the adult learner and also acting as a coordinator between the various agencies in the field which are there to assist in the total development of the majority of the illiterate persons in the country. He should, therefore, be able to develop improvised materials keeping in view the target group and the particular situation in which he is working. The instructor, therefore, should be able to use his own resources and intelligence for preparing his own materials in whatever shape his adult learners require them. He can prepare wall news; he can make suitable charts and posters; write news sheets and even make use of the cuttings from the magazines and periodicals, if necessary.

But I am sorry to say that we are very unfortunate in having really competent, well-trained for the purpose and strongly motivated teachers for our adult literacy programmes. Mostly we had "Thekedars" (contractors) not teachers for our adult literacy centres and Iqra Pilot Project. We can produce excellent type of learning materials for literacy programmes but in the hands of such type of "Thekedars" this material proves to be useless and wastage of meager resources.

3.1 Literacy Material

Literacy material available in the country can be divided into two categories:

1) Literacy materials for illiterates

2) Post-literacy materials for neo-literates which is developed to perform remedial as well as enrichment functions.

Presently different Government and Non-Governmental Organizations are striving to eradicate the illiteracy. The major organizations are:

1) Literacy and Mass Education Commission.

2)) Adult Basic Education Society, Gujranwala.

3) National Farm Guide Trust of Pakistan.

4) University of Agriculture, Faisalabad.

5) Pakistan Girls Guides Association.

6) Pakistan Agriculture Research Council.

7) Adult Education Department, Government of the Punjab.

8) Adult Basic Education Society Gujranwala.

9) Socialware Department of the Ministry of Health, Social Welfare and Special Education, Government of Pakistan.

Each of the above mentioned organization has tried to develop the learning materials at their own from adult literacy. Some of the organizations have produced a lot of follow-up materials. Brief review is being presented in the following lines:

3.1.1 Literacy and Mass Education Commission

LAMEC developed Nia Ujala (A basic Primer for Adult Education) and Ibtidai Kitab (A Primer for adult reading and writing) at different times for use in literacy centres and Iqra Pilot Project. A basic arithmetic was also developed for the purpose. The latest edition of Nia Ujala contains sequence in introducing alphabets with the help of objects related to the life of learners. 44 pages of the text have been allocated for the introduction of alphets which appears to be sufficient for the purpose. After 44 pages short essays on different topics have been given which means that an effort has been made to prevent relapse into illitracy. Anyhow pictures/diagrams used in material are very much relevant and interesting.

This edition of Nia Ujala appears to be modification to Ibtidai Kitab which was printed in 1986 for literacy centres. The approach of Ibtidai Kitab is little but different. It starts with words having two letters up to words with four letters. It contains different sounds with the help of punctuation and vowels. Vocabulary has been tried to be enriched through words having similar sounds but different spellings and meanings, opposite words etc. Second part of the book contains running paragraphs on different topics related to the life of the learners. Vocabularly used appears to be graded.

Nai Roshni Sets were especially prepared for Nai Roshni Schools where 10-14 age group was supposed to be prepared for a course equal to 5 classes of primary education. Shift from single words into complete sentences and then to short stories and essays does not appear to be logical. If new words at the end of each lesson were given it would have been more useful and beneficial.

Going back to the preceding part of the paper, no need assessment survey appears to have been conducted to meet the requirements of the clientele. In literacy classes the age-group ranges from 10 to 80 in some cases. It is obvious to say that same book prepared for all the age groups can not suffice because they cannot be forced to study the same thing like school children. They carry different life experiences with them. Their learning capacity may be different.

Nai Roshni Project material appears to be developed in a hurry. These books are meant for 10-14 age group boys and girls but the contents presented in these books are much more heavy as compared to those presented in Nia Ujala or Ibtidai Kitab which were developed for the adults of all age groups. Which means that during the designing of curriculum material for these books the learning behaviour of adults and characteristics of adult materials were not kept in view.

Objectives of the learning materials given in preceding part of the paper appear not to have been kept in view properly during the preparation of the material.

Similarly proper procedure of developing literacy material has also been ignored to some extent. There is no indication that community needs were identified, draft was tested in the field and in the light of field testing any revision was recommended. The whole job appears to be left at the mercy of expert views.

As far as the format of the material is concerned only printed books and booklets can be found. Printed non-book material, electronic media and games are nowhere in the programme.

3.1.2 National Farm Guide Trust of Pakistan

National Farm Guide Trust has developed primers both in Urdu and Pushto for reading and writing. Second step of their primer provides reinforcement to the learners who have completed First Primer. Approach is the same as earlier mentioned in the case of primers developed by LAMEC. Needs assessment, procedure for selection of materials and format of the content have also been ignored. The same primer is supposed to be equally beneficial for all the age groups. The material of the primers has not be supported by pictures and clear diagrams. There was a need to supplement the printed book material with electronic media and non-book material. National Form Guide Trust of Pakistan has tried to use the graded vocabulary to some extent. It appears that their effort is useful in this context.

3.1.3 Pakistan Girls Guides Association

The Association developed the primers in three parts which means that at least three groups can benefit from the series, the beginners, the middle level and the advanced level. Pakistan Girls Guides Association has also developed a list of basic words for female students. Words included in the list are of every day use, therefore, the adult learner can take lot of interest in learning these words. In the preparation of learning materials, basic considerattion such as objectives of learning materials, learning behaviour of illiterates, characteristics of learning materials, procedure of selection of learning materials, content of literacy materials have not been fully taken into consideration. If the contents of the primers were supported with coloured pictures it would have been proved to be more useful. The efforts to eradicate illiteracy has been supported properly by producing non-book material and electronic media.

3.1.4 Adult Basic Education Society Gujranwala

Adult Basic Education Society Gujranwala developed a primer namely Nia Din (New Day) for adults' reading, a primer for writing and Asaan Hisaab (Easy Arithmetic) for adults. The primers appear to be very systematic and duly supported by clear illustrations. Vocabulary used in the primers appears to be graded. Concepts introduced in Asaan Hisab are sequential. ABES has developed video cassettes to supplement the primers of both literacy and numeracy.

ABES has also developed a "Rahnumae Asaatiza" (Teacher's Guide) for the literacy teachers.

3.1.5 University of Agriculture, Faisalabad

Education Extension Centre of the University has done a wonderful job in preparing a list of basic words being used in every day life of the adults. A series of primers i.e. Book I, Book II and Book III in Urdu has been developed for the adult learners. These primers are based on the graded vocabulary prepared by the centre. A separate primer for female adult learners has separately been prepared in three series. Illustrations and pictures of these primers need more sophistication.

The Centre has also prepared a Teachers' Guide namely "Tariqa-Hae-Taaleem-e-Balighn (Methods of Adult Teaching) which is very useful for literacy teachers.'

3.2 Follow-up Materials

Sufficient follow-up material has been produced by different organization such as Adult Basic Education Society Gujranwala, Education Extension Centre, University of Agriculture, Faisalabad, National Form Guide Trust of Pakistan, Pakistan Girls Guides Association, Pakistan Agricultural Research Council etc. Efforts made by these organizations to develop follow-up materials are given below:

3.2.1 Literacy and Mass Education Commission

The effort to produce follow-up material was made by LAMEC in 1986. Writers were invited to send manuscripts on different topics of every day use. Some booklets were printed but could not be disseminated on large scale. "Nai Ropshni Ki Kirnein" (Rays of New Light) was circulated which contains simple poems and stories. It is supported with necessary illustrations and pictures.

3.2.2 National Farm Guide Trust of Pakistan

"Razakaar" - a newsletter is a useful effort to keep the neo-literates aware of the current events taking place in the field. Similarly, a booklet on "Adult Education" is very useful in motivating the neo-literates for further reading. Two booklets on "Camp Guide" (for males and females separately) are found to be useful in serving the purpose of follow-up material as well as necessary information for camping. Little Warrier is also a useful effort as follow-up literature.

3.2.3 Pakistan Girls Guides Association

Letter writing is a day-to-day need of every civilized citizen. Association has produced a booklet on the subject as follow-up material. Language of the booklet appears to be difficult to some extent. "Mother and Healthy Babies" is another useful booklet for female neo-literates. Language is very simple and closely related with every day life duly supported with illustrations. A booklet on "Insects Causing Diseases" is another follow-up material of vital importance for healthy living. To keep the neo-literates aware of the activities of the Association, "Iqra" (Quarterly) is very useful in this respect. I doubt whether it is still in circulation or not.

3.2.4 Pakistan Agricultural Research Council

PARC has developed booklets on different topics related with every day life of farmers. Booklets on Significant Diseases of Cattles; Annual Procedure for Preserving Wheat; Wheat

Production; Protection of Wheat; Significance of Weeds in Agriculture; Growing Sun-Flower; and Diseases and Treatment of Sheeps and Goats are very useful. Language used in these booklets is simple but sequence is not logical as the principle of graded vocabulary has been ignored.

3.2.5 Adult Basic Education Society, Gujranwala

ABES Gujranwala has done a wonderful job in preparing follow-up materials. Society has developed more than 60 booklets on various aspects of life such as health care, house holds, social life, agriculture, sports etc. Get up of the booklets is very beautiful to attract the learners. Language is very simple and contents of the booklets provide useful information.

3.2.6 University of Agriculture, Faislabad

Extension Centre of the University has developed more than 30 booklets as follow-up materials. These booklets provide useful information about agriculture, nutrition, house holds and other topics of vital importance. Most of the booklets produced are based on the graded vocabulary developed by the university. This graded vocabulary creates interest but the illustration and pictures used in these booklets need consideration.

3.3 Training of Literacy Teachers

ABES Gujranwala and Agricultural University Faisalabad have developed teachers' guides. Pakistan Girls Guides Association organized a training course for literacy teacher in November 1984. Similarly LAMEC organized a few training workshops for this purpose. This aspect of paramount importance needs more consideration. It is doubtless to say that an excellent type of materials can never be useful unless we have a proper personnel for its implementation. Literacy personnel also includes designers and artists to produce non-book printed materials such as posters, charts etc.

3.4 Formats of Content

Materials being presented in the form of books and booklets should be supplemented with non-book printed materials, electronic media and games. Such techniques make the content more useful and ever lasting. Presently few charts are available which were developed by UNICEF.

3.5 What is Needed

As mentioned earlier a lot of literacy and post-literacy materials have been developed in Pakistan. Different Government and Non-Government Organizations are working very hard to eradicate illiteracy from the country. Despite the fact that a significant amount of funds is being spent for the purpose, we have not been able to raise the literacy rate beyond 30%. Relapse into illiteracy of literates is another tragedy. Actually the process of development of literacy and post-literacy material requires a systematic approach. For this purpose it is needed that:

1) Production of literacy/post-literacy material should be given proper technical and philosophical consideration.

2) Objectives of the learning materials should be clearly defined.

3) Personnel responsible for the development of literacy and post-literacy material should be aware of the learning behaviour of the adults and neo-literates.

4) Characteristics of the follow-up materials should be made clear to the writers.

5) Graded vocabulary should be developed for different groups of the learners.

6) Proper procedure should be adopted in developing the literacy/post-literacy materials i.e. identification of community problems, selection of problems and needs based on priority; draft writing, field testing, revision and mass production.

7) Printed material should be duly supplemented with pictures and diagrams.

8) Non-book printed material should be developed to supplement the printed book materials.

9) Frequent use of electronic media should be encouraged.

10) Games and simulation exercises should also be adopted to prevent the relapse into illiteracy.

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Production of Literature for Neo-literates in Pakistan

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1. Abstract

The organizers of literacy programmes in Pakistan are faced with the serious problem of neo-literates relapse into illiteracy. The possible solution to this problem is the regular supply of readable literature to the new readers. Fortunately, a number of agencies are engaged in literature production to cater to the reading needs of the neo-literates. The University of Agriculture, Faisalabad, has developed reading materials having farming terminology and content. The factors having great bearing on the production of suitable literature for the new reading public have been highlighted in this article.

2. Introduction

During the last few decades, a great deal of literature has been published in Pakistan on the problems associated with teaching adults to read, write and do simple arithmetic. The dearth of appropriate reading materials for neo-literates has been the major cause for the failure of adult literacy campaigns in Pakistan. The organizers of literacy campaigns have, however, realized that neo-literates do not stay that way long and most of them relapse into a stage of virtual illiteracy. Thus, the time, energy and money put into literacy teaching is dissipated. The possible solution to this serious problem, therefore, is the provision of attractive and informative follow-up reading materials on which hard-won literacy skills can be easily exercised. Unfortunately, this problem has not so far been fully brought into focus and no agency has been exclusively made responsible for the large scale production of reading materials in simple language related to the vocational and daily needs of the illiterate and neo-literate adults for use in the adult literacy campaign planned to be launched by the Government of Pakistan. The whole-hearted cooperation of all the statutory and voluntary agencies engaged in literature production for neo-literates is essentially required to gear up literature production to meet the ever-increasing demand for fresh reading materials on various aspects of daily living.

It will be heartening to know that the University of Agriculture has embarked upon pioneering work in this important area. A restricted vocabulary of 1200 urdu words in which a neo-literate farmer can effectively communicate about agricultural matters, has been developed. Primers, readers and extension bulletins, relating to various aspects of agriculture and its allied disciplines have been prepared within the restricted 1200 words. The University has also published two adult education Guide Books, one for male and the other for female adult literacy teachers. In the adult literacy programme undertaken by the University, due consideration has been given to the development of rural women welfare programmes. A Women Technical Education Centre has been established at the University Campus to impart training to rural women and girls in literacy and home-making skills. Primers and readers have been prepared to enable the neo-literate women to master the restricted vocabulary. Popular extension bulletins on such subjects as poultry keeping, vegetable farming, fruit and vegetable preservation etc. have also been published within the frame work of selected 1200 words. In this manner, the University has attempted to meet the problem of lack of suitable literature for the new reading public.

Unfortunately, most of the follow-up reading materials in existence in Pakistan lack in this quality. The resultant implication is that the neo-literate finds no immediate reward for his efforts to learn the three Rs. He therefore, loses his interest and finds no incentive to maintain

his status as a literate member of his community.

This article attempts to highlight the most serious problem involved in production of literature for the neo-literates in Pakistan. It is expected that the adult educators, writers and editors will find the article practical, useful and thought-provoding.

3. Neo-literate

The term "neo-literate" needs explanation. The most useful definition of the term would cover any adult who has at some period acquired the basic techniques of reading, writing and reckoning but has not yet developed his skills to the point where he can use the newly-learnt skills independently. He may have acquired the redimentary skills many years ago or he may have learnt them recently---in either case, these skills need more practice for permanent establishment. The definition may be extended still further to cover readers who are hampered less by their lack of technical proficiency than by their lack of reading experience, because of the in adequate supply of suitable reading matter in the society in which they have become literate. Obviously, there are varying degrees of inexperience and among the range of readers, who can all be properly regarded as neo-literates, are to be found all levels of achievement upto the highest level of reading proficiency.

It must be remembered in this context that neo-literate consists not only of the adult who has just emerged out of a literacy course or who has completed a short period of elementary schooling but also the child who has just left school.

4. The Reading Needs and Interests of the Neo-literates

According to Edgar Dale, "Reading is the process of getting meaning from the printed page by putting meaning into the printed page". The ideas on the printed page are interpretted and reacted to according to the previous experience of the reader. The writer of the materials for neo-lieterates has, therefore, to give careful consideration to the characteristics of his intended readers if he is to structure his writing in such a way as to be significant, readable and understandable in terms of their frame of reference. Before the writer sits down to prepare an article or pamphlet, he must ask himself: who will read the material? The important thing to remember is that answering the simple question of "who will read the material?, involves a knowledge of many characteristics of the prospective readers. These characteristics include: reading ability, interest, age, sex, intellectural maturity, background of information etc. The larger the group of readers, the harder it is to get a clear picture of these characteristics.

The success of any publication programme for the neo-literates will, therefore, be doubtful unless it is based on the knowledge of what the potential readers want and need. In recent years, however, certain agencies have been trying to ascertain readers' needs and interests more scientifically with the help of questionnaires. The results of these surveys are interesting and revealing.

These studies have shown that close relationship exists between reading interests and occupational interests. A farmer would naturally feel more interested in materials relating to agriculture. Within this broad category, however, his specific interests would vary with age, education, socio-economic status, specialization and the like. An old farmer, for instance, will think quite differently from a young farmer. Similarly, sheep herders face different problems than poultry keepers. The farmers near large cities will have different background of experience than farmers in remote rural areas. The reading interests of the farmers may also change with urgency of certain matters at specific times. A farmer, for example, would read with interest a book on cattle disease if his cattle are showing sings of illness. Similarly, a farmer would pay special attention to the study of books dealing with cultural methods of various crops at a time when their showing season begins.

The studies and experience have shown that women have different subject preferences. Women are generally interested in subjects like child care, child psychology, food preparation, fruit and vegetable preservation, home baking, etc. Some agencies are trying to produce reading material especially suited to women folk.

It has also been observed that neo-literates are interested in matters pertaining to health and hygiene, citizenship, family, and recreation. More accurate indications of reading needs and interests can, however, be obtained from socio-economic surveys designed to measure the tensions and stresses that are felt by adult people.

5. Special Problems Relating to the Production of Reading Materials for the Neo-literate

Mass production of the reading materials for neo-literates involves special problems and difficulties which are of the following nature:

A. Economic

1) Publishing firms are usually not found in areas where the reading habit is not wide-spread.

2) Economic status of new reading public is too low to justify book or periodical production for profit.

3) In languages, where the reading public is small, edition of books and periodicals may not exceed a few thousand copies and cheap mass production is, therefore, impossible.

4) Limited editions are also called for even in languages spoken and read by small number of population, as the neo-literate require reading matter closely related to his environment and occupational interests.

B. Cultural

The question of making the publication genuine to the neo-literate who is going to read it, is of fundamental importance. The effective publication is the one which leads to some practical action based on the means available to the individual. The writer needs to be fully acquainted with the cultural background of the neo-literates. He must have the following information:

1) Needs of neo-literates in given society
2) Their environment
3) Occupational interests
4) Habits
5) Customs and traditions
6) Religious beliefs
7) Dress
8) Prejudices

C. Linguistic

Linguistic difficulties are a great handicap in mass production especially in the countries where different local dialects are used. Often it becomes very difficult to decide whether literature is be produced in the national language or in a regional language. In Pakistan, for instance, Urdu is the national language which is spoken and understood almost all over the country. Regional languages such as Punjabi, Sindhi, Pushto and Balochi are used in different provinces. Literature for neo-literates is mostly being produced in Urdu but is not being easily accepted in Sindhi, Balochi and Pashto speaking areas.

D. Script

The question of scripts is also very important in this regard. Two types of scripts i.e. Nastaliq (Persian script) and Naskh (Arabic script) are being used in Pakistan at present. The official opinion, sometime back was in favour of Naskh and more and more government publications and textbooks were printed in this script. In view of its economic feasibility, the Government of Pakistan issued instructions for its introduction and adoption in schools. Public opinion, however, did not appear to be in favour of Naskh script. Hence the experiment of publishing reading materials in Naskh script has not proved to be successful.

Readability

Research in readability originated in the desire to grade textbooks and other reading materials for use in elementary schools. The research in readability became a search for the relationship between structural elements of the text and its success with large groups of readers.

Readability is the sub-total (including the interactions) of all those elements within a given piece of printed material that affects the success that group of readers have with it. The success is the extent to which they understand it, read it at an optimum speed, and find it interesting.

Readability researchers have, however, found that vocabulary load and sentence structure are the two factors which greatly influence the ease as well as difficulty of written materials. If we consciously attempt to restrict the use of uncommon and unfamiliar words, we will make the vocabulary burden of our material much easier for our reader to manipulate. The reading matter is after all made up of words, and without word meanings there would be no sentence meanings and no paragraph meanings.

In addition to choice of words, the way in which they are put together, has a lot to do with the reading difficulty. Text containing mostly long sentences is likely to be complex in its organization.

A third factor not often considered by readability researchers is the length of the paragraph. Short paragraphs help the reader device up the thought patterns and organize the material.

Another factor, which is known as "idea difficulty", is of greater importance than all of the above factors. Idea difficulty means the degree of remotencess of the idea from the reader's past experience. The word meanings may be familiar but they may be put together to make a statement that has little relation to the reader's experience or thinking. This factor is of first importance in reading matter that concerns fields of experience and thought into which readers have had little chance to enter.

The writer, therefore, must not lose sight of the fact that there is every likelihood of his losing the intended readers if the text is difficult or dull no matter whether it deals with a subject vital to the readers.

Vocabulary List

Vocabulary list is a device to help the writer see if he is controlling his language. It helps him compare what he is writing to what he knows of the usage and ability of his audience.

In the beginning, the use of graded materials is essential because this very gradual but steady progression seems to give the learners the kind of confidence they need in the initial stages, as the neo-literates are still weak in reading and comprehension and their reading experience is negligible. They should be required to spend as little energy as possible in reading a word. For this purpose, some sort of vocabulary list is necessary. Vocabulary list helps the writer protest the reading difficulty of the material without actually taking it to the intended audience for reactions each time.

In order to ensure the readability and

understandability of the reading materials prepared for the neo-literate farmers as already indicated, the University of Agriculture has developed a 1200-word vocabulary. In the selection of vocabulary, every effort has been made to collect words which are already known to the farmers and those which are likely to be of permanent value to them in their reading activities. It includes commonly-used words drawn from such sources as pamphlets, journals, magazines, periodicals, books on various agricultural subjects.

Physical appearance of reading materials

The physical appearance of reading materials goes a long way in making them acceptable to the new readers. Following factors are worth considering in this connection:

1. Illustrations
   Research has clearly indicated that a text accompanied by well-thought illustrations is more effective in communicating ideas than text alone. Different types of illustrations can be used. They can be realistic, impressionistic or stylized. Sometimes they may take the form of cartoon strips. Realistic illustrations which enable objects to be portrayed faithfully have been found to be the most effective, complicated photographs are usually not acceptable, but depicting familiar persons, objects or scenes is beyond question.

2. Type

   a. Good and legible style of type must be used.
   b. 20 to 24 point type is preferable.
   c. Column width should be larger in easy-to-read publications.
   d. White space should be used constructively. There should be at least three quarters of an inch of white space all around a page, outside the printed area and enough white space should be allowed between the columns to prevent the neo-literate from reading across the two columns at a time.

3. Layout

   a. Simplicity should be the key-note.
   b. Illustrations should be large enough to be seen easily at normal reading distance.
   c. Unnecessary lines and decorations should be avoided.
   d. In booklets where less than full page illustrations are used, these should be placed either at the top or bottom of the page and never in the centre, where they tend to break the continuity of the text.

4. Size

   a. No standard size for publications can be recommended but pocket size sometimes is preferred.
   b. They should have from 16 to 64 pages as it has been commonly accepted that number of pages of books meant for neo-literates shall be less.

5. Cover

   a. The cover of the publication should be simple.
   b. The title should be prominent along the top of the cover.

Testing the Publications

A good writer of the materials for neo-literates would like to know how the readers react to his publication. He can do so only by testing his materials firstly before publication and secondly after publication.

Before Publication (Pretest)

Pretesting is a way of examining the effectiveness of the publication before it is printed in its final form. Pretesting of the material goes a long way in minimizing the risk of printing such publications as are not responded to by the audience.

The main thing to be done in planning pre-test is to list down the research objectives. The researcher may have any one of the following objectives in his mind:

1) To determine if there are some words in the publication that are not known to the reader.
2) To see if the content is not interesting to the audience.
3) To know if illustrations are not understood properly.

Testing after Publication (Post test)

Testing at this stage is done after the publication has been printed in its final form and has been distributed and consequently read by the intended audience. The main objective of post testing is to find out how the people who have been exposed to the publication feel about it.

The most frequently-used technique in audience research is the questionnaire type of survey. It is, however, upto the researcher to use any technique he considers necessary. One thing which is essential is that he should go out into the field and talk directly with the people who have read the publication.

Conclusion

The literature for neo-literates must cover a wide variety of subjects which include: agriculture, health, cotton industries, education, recreation, religion etc. Those responsible for the content of publications must be in close touch with the literacy workers in the field and with the reading public to ensure that the books are scaled to the potential market. Some of the agencies in Pakistan are trying to step up literature production to keep pace with the popular needs for the supply of interesting and

easy-to-read publications. Presently these agencies are almost working in siolation. There is an urgent need to collaborate their efforts so that literature production may be accelerated and geared to the rapidly changing needs of the new reading public.

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Preparation, Production, Field Testing, Evaluation and Utilization of Materials for Neo-literates

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1. Introduction

As we have already realized that the best way of undertaking the country development is to uplift the quality of its people and encourage them to take part in the distribution of development activities in remote areas as much as possible in effective manners. The main obstacle which hinders the quality of life development is illiteracy. In order to eradicate illiteracy, each country has annually spent a great deal of money for this matter. In Thailand, various efforts were made by people at all levels, both governmental and non-governmental sectors as well as literates throughout the country to help accelerate the reduction of illiteracy rate to be as low as possible. However, all these efforts would be definitely futile if we could not assist the neo-literates to retain their literacy skill due to the lack of continual practices and suitable materials. According to a research conducted in Thailand, it was found that 33 per cent of elementary graduates would become illiterates within 3 years unless their literacy competency is always practised. Apart from this, it was also found out that elementary or functional literacy graduates in places where village reading centers are located incline to maintain their literacy longer than those in which village reading centers are not located. Therefore, we can say that suitable materials will facilitate and assist neo-literates maintain their literacy skills for a long time. According to the study undertaken by Unesco, it is indicated that the production of the said materials at present is still insufficient and unable to meet the demands of target groups in terms of suitable format and content. The materials we have now in use have not been properly distributed to communities in remote areas.

Many draw backs of these materials are as follows: they do not attract readers' interest with unsuitable format and ineconomized for poor rural people; their contents are not interesting and too complicated to adopt for their daily life; and the language, illustrations and contents can not convey vivid understanding to target groups; and, they are not relevant to local problems and needs either. At present there are rapid changes in local societies due to the diffusion of modern technology and mass communication advancement. This inevitably encourages us to take more consideration and the improvement of learning materials for neo-literates all the time.

2. Some characteristics of neo-literates

In general, neo-literates who are those newly literates and may or may not be a graduate of elementary education are divided into 3 levels; beginning level, middle level; and self-learning level. In materials production, the following characteristics of neo-literates should be considered:

2.1 Decrease of some physical competencies e.g. eye-sight, listening and learning speed.

2.2 Be one's self and having self-esteem at a high degree, not easily forced to study.

2.3. Be a good and fast learner only in issues relating to his own experience.

2.4. Poor but interested in learning about issues relating to his problems and needs to upgrade his standard of living.

2.5 Ignore to join the class as children do. However, he can learn better when he is among his peer group with good motivation and suitable atmosphere.

3. Some characteristics of effective learning materials for neo-literates

The following characteristics of neo-literate materials should be taken into account when neo-literate materials are prepared.

3.1 The materials should be suited to learning skills of the target neo-literates.

3.2 The materials should focus on the real and immediate problems of the neo-literates and their society.

3.3 The materials should promote active learning.

3.4 The materials should be special types for particular groups and programmes.

3.5 The materials should pose problems or describe potential problems/conditions and provide ways to solve those problems.

3.6 The materials should draw experiences and participations of neo-literates.

3.7 The materials should promote culture, national integrity and dignity.

3.8 The materials should be simple, attractive and interesting.

3.9 The materials should utilize visual aids which are appropriate for the neo-literates needs and interests.

3.10 The materials should be integrated with self evaluation.

4. Functions of Materials for Neo-literates

Learning materials for neo-literates have two main functions: remedial and enrichment. In remedial function, learning materials for neo-literates will remedy the incomplete parts of regular materials or texts being used now. In enrichment function, it will increase various types of learning more effectively e.g. to encourage learners to have better understanding in their learning, to be able to apply their knowledge beneficially to their daily life; and to make their learning more unique and interesting, etc.

5. Field Survey

5.1 Purpose

The most important requirement in producing the learning materials for neo-literates is to design the materials more interesting and relevant to problems and needs of target groups as much as possible. Therefore, the first step of the said materials productions is to identify problem and need conditions of target groups. However, these problems and needs will be catagorized at various levels, e.g. individual needs, group needs, community needs, and national needs. The evaluation of these problems and needs may be conducted in various ways. For example, individual needs and community needs may be evaluated by using questionnaires, interviews, and the observation of community people's socio-economic back-grounds. About the national needs, we may evaluate them by considering the National Socio-Economic Plan or the Government's policies. All of these evaluating methods will definitely illustrate us the real problems and needs of the target neo-literates.

5.2 Method

The evaluation of problems and needs of neo-literates at village and community levels can be conducted by two community survey methods: conventional and non-conventional ones.

1) Conventional method

Two techniques, observation and interview, are suggested. The observation is a technique whereby the observers go to the village and observe deeply on the situation and living condition of the target neo-literates.

Interview is a process of getting information by asking some people in the community especially community leaders, government officials and other informal prominent people including the neo-literates themselves who live in the community. There are two kind of interviews, structured and unstructured interview. Open-ended unstructured interview is more valuable than other kind for getting at feelings and attitudes and at the real causes of problems. But it yields less uniform and less readily quantifiable data than those readily structured interview. Result of the structured interview is easier to process but may not be as valid for their structure tends to restrict and influence the responces given.

2) Non-conventional method

In many cases we found that data gathering by using only conventional method is not enough. In order to know better their felt needs, non-conventional method is being used as an additional to observation and interview. The

non-conventional method can be done in many ways.

The following three techniques are introduced.

a) Search Conference

Local leaders, both formal and non-formal ones from different occupations are requested to discuss in a small group about their community situations and problems and try to find ways to solve those problems by themselves. By this technique, problems and needs exposed are very close to their felt problems and needs.

b) Participatory Approach

This technique is very useful to study the perception of the target neo-literates about the problems and situation in their community. The researcher goes and stays in the village with the villagers for a period of time and try to record what are going on in the village. The felt problems and needs are drawn from the daily life of villagers in the village through observation, diary record, interview, direct experiences, and etc. The Johari Window is tool to be used as a guideline for data collection.

c) Single Poster

A picture of village situation which is consisted of problems is shown to a group of people from the village. Ask them what kind of problems they see in the picture. Each problem will be discussed whether it really happens and reflects their life or not. Then, list the problems exposed to the people.

5.3 Items of data collection

Ten basic aspects of life are suggested to be taken into consideration when materials are prepared to be purposeful, practical and realistic to satisfy the needs of the target neo-literates. Those items of data collection are as follow:

1. food
2. clothing
3. housing
4. water
5. health
6. population and environment
7. communication
8. income
9. education
10. culture

5.4 Data analysis

When community information are collected, three steps namely, individual analysis, group analysis and needs prioritizing are suggested to be used to analyze those data and divide them into problems and needs.

5.5 The following problems may occur:

1) Target groups do not maintain good cooperation because they do not understand about the evaluation purposes distinctively to the extent that they generate their confidence and incorporate fears that they are not proper things.

2) Target groups give wrong information contrary to the fact because they fear that the right information would destroy their village's image and some of them are timid to tell the truth.

3) Surveyors do not recognize village leaders as respectable persons as they deserved. As a result, this situation leads to bad collaboration between them.

4) Surveyors are not well-trained.

5) Surveyors do not understand about specific dialects and culture of the target groups.

6) Target groups do not have spare time, for they have to make a living.

6. Material Preparation

6.1 Selection of theme and format of materials for neo-literates.

a. Selection of theme

Theme selection should be based upon the problems and needs identified by group members incorporated with the opinions of the content specialists.

b. Selection of format

Format is very important aspect when materials are produced. The appropriate formats can effectively convey content to the learners. Selection of formats of materials for neo-literates, should take considering of needs and levels of literacy skill of the target neo-literates, conditions and locations, methods of presentation and cost.

6.2 Production of Materials for Neo-literates

a. Topic selection

There is no limitation as to what can be best topic of any type of the materials, but topics which lend themselves well to present should be chosen to yield most effective materials. The following principles should be taken into account when topics are prepared.

1) Topics should be simple, easy, short, direct and clear presentation.

2) Topics should be presented in mother-tongue as much as possible.

3) Topics should be motivational and attractive.

4) Topics should be related to content and help to make content easy to understand.

5) Topics should help to make difficult information interesting.

6) Topics should reflect problems and needs of the target audience.

7) Topics should be related to cultures and national awareness.

8) Topics should represent the concept and content of the materials.

9) Topics should pose problems and situations for target audience to follow.

10) Topics should be presented in styles that encourage the participation and involvement of the target.

b. Content arrangement

Contents of neo-literate materials must also incorporate the objectives of the programme and cover the three domains of learning-cognitive (knowing), affective (feeling) and psychomotor (acting and doing). Various studies suggested that the contents should also be purposeful, practical and realistic to satisfy the needs of the target neo-literates.

c. Illustration preparation

In developing materials for neo-literates, especially printed book, the space devoted to illustration still be important. The illustration should be there not only to sustain the interest of readers, but also to aid them in comprehension. The illustrations can also be used to bridge the gap between the spoken and written languages. Some ideas about illustration are suggested as below:

1) Illustration should be attractive, interesting, enjoyable.

2) Illustrations should be simple, clear, and accurately representing content.

3) Illustrations, whether sketches, abstractions, and cartoons, should be recognizable by target audiences.

4) Illustration should conform to those of target audience's surroundings and culture and appropriate to each field of occupations.

7. Field Testing

In order to produce learning materials for target neo-literates in the most effective manner, with the least number of drawbacks and being the most highly motivated materials, it is suggested that field testing be prepared before hand in the following steps:

1) Study thoroughly about village data collected for field test as well as details of leaders and participants as samples and be sure to make appointments of time and places in advance.

2) Make a good preparation of facilitators dealing with materials presentation in such a way that they acknowledge about participants' descriptions including their specific dialects and traditional beliefs.

3) Let facilitators practice presenting materials in advance for many times until they feel that they can manipulate it skillfully and confidently.

4) Prepare evaluation sheets readily and try all of them in advance for their creditability, reliability and clear understanding.

5) Present learning materials to target groups in accordance to steps previously given.

6) Evaluate learning materials in terms of clarify, simplicity, language, illustration, relevance of theme and topics, communication of message, styling and format, etc. to find out whether those materials interest, impress, and attract target groups or not. Various forms of evaluation techniques may be utilized e.g. questionnaires, observation, seminars, discussion and ask - answer questions, etc.

7) Analyze and discuss the evaluation results to scrutinize about advantages and disadvantages of learning materials.

8) Make a correction and adaptation of learning materials in the most effective way before publication.

8. Evaluation of Materials for Neo-literates

8.1 Types of evaluation

Evaluation of materials for neo-literates can be broadly divided into two types - formative and summative evaluation.

a. Formative evaluation

Formative evaluation takes place along with the implementation of the programme. The improvement at any stage of material production can be done through this process of formative evaluation. The aim of this kind of evaluation is to monitor the programme while it is being implemented. These can result in certain important changes i.e. training for untrained instructors, and organization of learning group activities etc.

b. Summative evaluation

Summative evaluation is a kind of overall assessment of the programme. The main function of summative evaluation is to sum up the entire programme, both success and failure. It will help the planner or administrator concerned to decide how to do further about the programme.

8.2 What to be evaluated

a. Pre-publication

Pre-publication evaluation involves two types of evaluation.

1) Technical aspects of materials i.e. words, language, visual attractiveness, locality etc.

2) Learners' reaction evaluation i.e. application, readability, acceptability, etc.

b. Post publication

Post publication evaluation can be done in terms of application, effectiveness, implementation, impacts to learning etc.

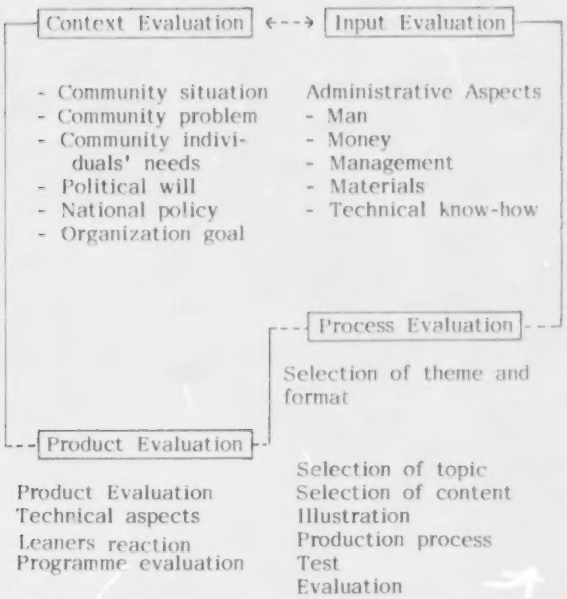
c. How to evaluate

The process how to evaluate this kind of materials can be used in structure, semi-structured and unstructured situation.

d. Programme evaluation

The model of programme evaluation is proposed to be a tool for administrators in order to monitor the programme. This model is given below:

PROGRAMME EVALUATION



9. **Utilization and Distribution of Materials for Neo-literates**

In materials development process designed for providing information service for neo-literates, utilization and distribution of materials play a crucial role as equal as materials production. If materials produced are not accessible to target groups, it would be definitely fruitless in terms of cost effectiveness, time, materials and employment. Hence materials producers should pay attention to utilization and distribution of materials at a high degree.

9.1 Utilization of materials should take the consideration of the following steps:

1) Set up organizations and appoint the personnel to be responsible for all relevant activities.

2) Set up explicit work plan and budget needed.

3) Set up distribution plans and steps of materials utilization in advance.

4) Disseminate and introduce those materials to users at all levels.

5) Conduct materials presentation according to steps given, including supervision and follow-ups.

6) Evaluate materials utilization according to plans given.

7) Report, analyze and improve materials if necessary.

9.2 Distribution of materials may be made as suggested below:

1) Through public libraries and village reading centres.

2) Through residences of village leaders, house wives group leaders and other groups.

3) By mailing directly to target groups individually.

4) By requesting for a display corner or booth in local stores.

5) Through mobile units destined to villages e.g. by sending to villagers' doors in packages, asking students to carry in bags to villagers' houses, and conducting exhibitions in the form of mobile units.

6) Through radio and village news broadcasting towers.

7) By requesting other development authorities to reach target groups.

Example for evaluation form of the booklet

1. Language

a. Vocabulary	Difficult	Not so difficult	Easy
b. Statement	Too long	Reasonable	Short

2. Manner of presentation

   a. Format physical content Interesting No
   b. Illustration
      1) Attractive Yes No
      2) Informative Yes No

3. Subject Matter

   Difficult Not so difficult Easy

Example for evaluation form of the slide and series poster

1. Title — Very interesting / Interesting
2. Content — fully enough for practice / partly enough for practice
3. Illustration — meaningful / not so meaningful
4. Language — difficult / not so difficult / easy
5. Music and sound — very satisfactory / satisfactory
6. Narration — clear / not clear

Example for evaluation form of the radio broadcasts

1. Relevancy of the theme to the actual needs.

   not satisfactory satisfactory very satisfactory

2. Clarity and simplicity

   not satisfactory satisfactory very satisfactory

3. Presentation style of programme

   not satisfactory satisfactory very satisfactory

4. Arrangement of dialogue

   not satisfactory satisfactory very satisfactory

5. Clarity of voice

   not satisfactory satisfactory very satisfactory

6. Backgroud, and sound effects

   not satisfactory satisfactory very satisfactory

7. Range of time use for preparation

   not satisfactory satisfactory very satisfactory

8. The attractiveness of title and illustration

   not satisfactory satisfactory very satisfactory

9. The functionality of the content

   not satisfactory satisfactory very satisfactory

10. Interesting level of the programme

    not satisfactory satisfactory very satisfactory

11. Other suggestions from the audiences

    not satisfactory satisfactory very satisfactory

Example for evaluation form of the game

	Fair	Good	Very Good
1. Language			
a. Vocabulary			
b. Statement			
2. Illustration			
a. Attractive			
b. Informative			
3. Content			
a. Functionality			
b. Understand			
4. Presentation			
a. Simplicity			
b. Interest			

Planning, Designing and Illustrating of Materials for Neo-Literates

Dr.Satoshi Kako
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Tokyo, Japan

1. **What will you make and how should you make it?**

The key to success is to make the other party aggressively buckle down to doing the work.

Negative, undesirable and obligatory participation will end in failure.

2. **The three principles for making the other party aggressively take part.**

(1) To take up a matter that has something to do with the other party.

(2) To do it in a manner that is understandable.

(3) To make it interesting.

(The illustrator who plays vital role in (3) above should also be aware of (1) and (2).)

3. **The subject that concerns the other party**

Find out what other party wants to do now and take up a corresponding subject.

Interests and tastes differ between adults and children, old people and young people, male and female. The subject that concerns the other party also differs according to period, place and circumstances.

In case the other party is adults, such aspects as livelihood, economy and benefit should be taken into consideration.

It is the people themselves who live there or those who well understand their lives, that can find out appropriate subjects.

4. **The method that is understandable--**

According to the words, logic, order, speed and construction understandable to the other party--

For this reason, fables, proverts, legends, diagrams, pictures, models and dolls are used.

From close to distant things, from known to unknown matters, from simple to complicated things and from easy to difficult matters.

From trifling to substantial.

5. **The development that is interesting**

Distinctly - Three items or less. Good or bad distinctly.

Visually - Minimal words and letters where necessary.

Dramatically - Continuation and rapid progress at all times.

By personality and feeling of intimacy.

Human beings have zest when they are healthy, happy and hopeful and can enjoy humor and laughter.

6. **How to make good design and illustrations**

A. To make the main points clear from the viewer's point of view, and arrange them to make it easily understandable.

B. To present it into reality, make a sample using all possible colours, shapes, materials, size and functions.

C. After testing it, gather reactions, opinions and criticism and learn from them. Then, start actual production with possible adgustment.

7. **Knowing with action and learning together**

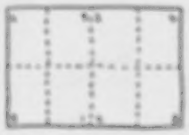
Participation in the making of these teaching materials, itself, is a good literacy activity.

The materials that are created give birth to good results.

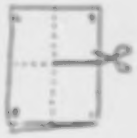
Instead of "teaching forcibly from the top" encouragement, preparation, burning desire and support should be given so that the other party will want to study by-him or herself.

8. **How to fold this sheet into a booklet form**

1 Crease in eight.



2 Fold into two and cut along the black line.



3 Fold in long and narrow and open the centre.

4 Fold again.

5 Make a booklet of 8 pages.

Lecture by Dr. Saka

Development of Training Materials under APPEAL

T. M. Sakya
In-charge of APPEAL
Unesco/PROAP

Introduction

Although the number of literate population of 15 years and above doubled between 1970 to 1985, the number of illiterate population in the same age-group has also increased.

Following chart shows that the number of literate population increased from 781 million in 1970 to 1,368 million in 1985. At the same time the number of illiterates also increased from 638 million in 1970 to 651 million in 1985.

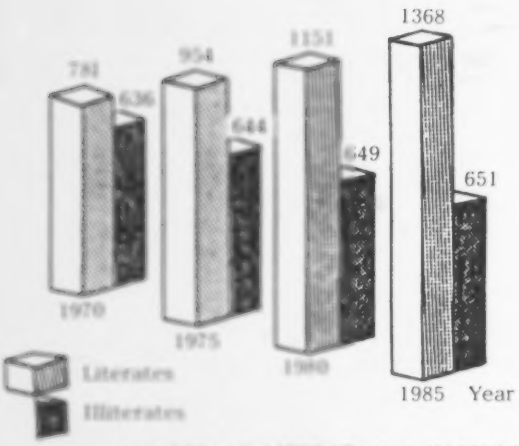


CHART 2 NUMBER OF LITERATES & ILLITERATES IN ASIA AND PACIFIC, 1970-1985

This phenomena underscores the importance of literacy programme in the region.

Majority of illiterates are women, minorities and people living in the difficult condition.

The persistent causes of illiteracy are the weakness of the primary education system due to the large number of non-enrolled children in the primary schools, high drop-out rates and low quality of education coupled with the high population growth in many countries.

Therefore the countries in the region which still have substantial number of illiterates are seriously trying to develop literacy and non-formal education for the children, youth and adults.

Asia-Pacific Programme of Education for All (APPEAL)

In order to eradicate illiteracy, to universalize primary education and to provide continuing education, Unesco launched "Asia-Pacific Programme of Education for All (APPEAL) in February 1987 as recommend by the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning held in Bangkok in 1985 and as authorized by the Twenty-Third Session of the Unesco General Conference held in 1985.

Most of the Member States in Asia and the Pacific have constituted National Coordination Committee/Mechanism to implement APPEAL in their countries.

Unesco and the Member States have undertaken various activities for the development of Literacy Programme, Primary Education and Continuing Education at the national and regional levels.

The First Meeting for Regional Coordination of APPEAL was held in Bangkok, Thailand from 14 to 18 November, 1988 participated by the Chairman and Heads of National Coordination Mechanism of APPEAL assessed the progress of the programme and recommended many suggestions to strengthen APPEAL at the national and regional level.

As the saying goes no programme can be improved beyond the capacities of the people implementing it, the training of literacy personnel is regarded as one of the key to the success of the campaign against illiteracy. Therefore APPEAL has given a high priority to the training of literacy personnel. In order to improve the literacy training programme, Unesco/PROAP has developed "APPEAL Training Materials for Literacy Personnel" (ATLP) with the active participation of the training experts from the Member States.

APPEAL Training Materials for Literacy Personnel (APPEAL)

The ATLP series of twelve volumes present an exemplar of a total system for the training of literacy personnel for any country. It represents a systematic approach based on a carefully planned curriculum; appropriately designed resources and a structured approach to training and management.

Its implementation, however, must vary from country to country and should be adapted to the needs of each country. As an exemplar it should be seen as an initial step in the development of a comprehensive literacy programme. How this step is followed up by any country will depend on needs, policies resources and limitations. For example factors such as the initial level of literacy in the country; the number of languages spoken; demographic factors; the budget availability and the political will to bring about change will determine how the programme is implemented.

The need for ATLP emerged from a study of representative literacy programmes of the Region. The following strengths and weaknesses were noted.

Problems

a. Severe illiteracy problems among specific groups.

b. Lack of systematic overall national planning and training.

c. Trainers do not have suitable materials for specific groups.

d. Inadequate programmes to train teachers trainers;

e. Institutional infrastructures are very weak.

Strengths

a. Governments of all countries in the region have recognized the importance of literacy and continuing education programmes and have pledged their support;

b. At the training level, there are large numbers of well-qualified and dedicated instructors;

c. There are many publications available for training adult and young people in basic literacy skills.

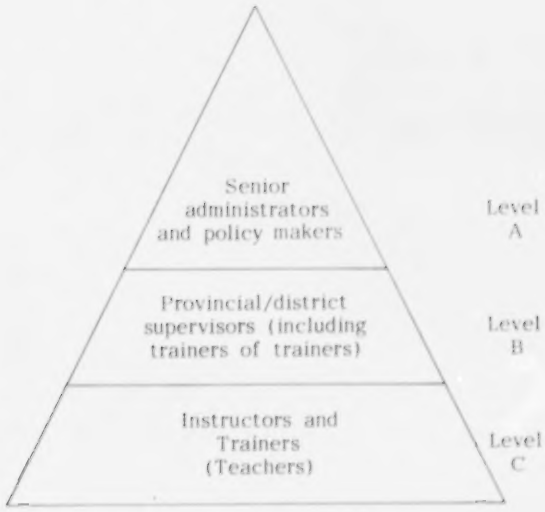
Concept of ATLP

ATLP is an attempt to develop and improve the quality of all technical resources of a literacy programme i.e.

- curriculum
- learning materials
- training of personnel
- delivery system and evaluation
- continuing education

An especially important factor is the availability of qualified personnel. The success of any literacy programme depends on the availability of people at high, middle and lower levels of management who are willing and able to make it work. Training, therefore, not only of those who are illiterate, but of those involved in setting up all aspects of a literacy programme, becomes the key to success. The strength of ATLP is that it provides a clear exemplar of how such training can be accomplished efficiently and effectively.

Three levels of personnel have been identified as shown below and the ATLP materials provide resources for training at these three levels.



The training materials comprise twelve volumes. The titles of the twelve volumes are as follows:

Volume No.	Scope	Level
1.	Principles of Curriculum Design for Literacy Training	All
2.	Principles of Resource Design for Literacy Training	All
3.	Manual for Senior Management	A
4.	Genral Training Manual for Supervisors and Trainers of Trainers	
5.	Exemplar Manual I and Teachers Guide: Extra Money for the Family	C
6.	Exemplar Manual II and Teachers Guide: Our Forests	C
7.	Exemplar Manual III and Teachers Guide: Village Co-operatives	C
8.	Exemplar Manual IV and Teachers Guide: Health Services	C
9.	Specification for Additional Manuals	C and B
10.	Post-Literacy and Continuing Education	A and B
11.	Literacy Programme Evaluation	A and B
12.	Implementation Procedures	All

The ATLP approach is based on a carefully designed literacy training curriculum which links functional knowledge with graded levels of literacy and numeracy skills. The curriculum is arranged in a spiral format with areas of functional knowledge being treated in greater depth as literacy and numeracy skills develop.

The curriculum is presented in the form of a grid with each cell of the grid representing one unit of work. Each unit is the basis for the development of a training manual. The grid is given below:

Scope of Training Manuals						
Levels / Content Areas	*Level I (Basic Level)*			*Level II (Middle Level)*		*Level III (Self-Learning Level)*
	I.1	*I.2*	*I.3*	*II.1*	*II.2*	*III*
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Health Family	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID 24 My Country

Each manual is designed so that it can be presented by instructors/trainers who may not necessarily have high level teaching skills. Each manual also builds in a system for assessing progress of the learners.

Manuals are in two parts: (i) a Learner's Workbook and (ii) a Teacher's Guide. The Teacher's Guide explains in detail how the manual should be used.

How ATLP is Implemented

1. Building up the training network

2. Organizing training of trainers at regional and sub-regional levels

The grid can be modified to meet specific circumstances by:

(a) adding or replacing the areas of functional knowledge;

(b) adding to or reducing the numbers of levels in the graded sequence of literacy skills;

(c) providing "empty cells" for specific purposes according to local needs.

Another important point is that for success, any programme needs to continuously evaluated and modified according to need. There is a natural human tendency to keep moving forward and not to look back to learn from the past. ATLP provides mechanisms for continually assessing improvement in literacy and for monitoring and evaluating the effectiveness and efficiency of the literacy programme as a whole. The literacy levels are expressed in term of performance tasks, therefore provide in-built testing mechanism.

It should also be stressed that the development of literacy is only a step towards improving the quality of life of all citizens. It is a necessity, but not sufficient condition for the emergence of autonomy in learning, for the growth of continuing education and for the evolution of a learning society. Movement from stage to stage in this growth will vary from country to country and the level of development in this regard must be carefully understood if ATLP is to be effectively implemented.

The ATLP approach presents a framework and an opportunity for those Member States who may need to do so to review and upgrade their literacy training programmes. In some countries there is no agreed training curriculum. Literacy materials are uncoordinated and unrelated and are not written according to agreed principles or standards. In some countries a central curriculum exists but literacy materials have been developed independently of it. In other countries a curriculum and related materials do exist but for various reasons are in need of revision and upgrading ATLP provides a framework and a mechanism for bringing about effective change.

ATLP is important for another reason. Its principles can be applied not only to literacy training but to other areas such as the in-service education of teachers; the improvement of school level curricula, the development of general training systems and the development of continuing education.

As a next step Unesco plans to develop a set of related materials intended mainly to help Member States in the development of continuing education. In this way it is hoped the Region will move forward more rapidly in improving the quality of life for all.

Linkage between AJP Materials and ATLP Curriculum

AJP materials are designed and prepared by the literacy workers based on local needs and situation. They were first drafted during the Regional Workshop as a part of Workshop exercise, then they were revised and improved by ACCU. Every AJP material is studied and scrutinized by the Planning Committee of the Asian Joint Production Programme, therefore AJP materials are one of the best literacy follow-up materials in the region.

The training experts who are involved in the development of APPEAL Training Materials for Literacy Personnel (ATLP) have studied the AJP materials and they have found that many AJP materials could be used for the teaching units in the ATLP Curriculum Grid.

Therefore, ATLP Volume Four has one whole chapter devoted to discuss on the use of AJP materials in relation with ATLP curriculum.

This Workshop may like to examine the Curriculum Grid and see how AJP materials could be used for different curriculum cells.

Besides that the Curriculum Grid also can be very helpful to examine other available materials and also to have an idea for the development of new materials.

Lecture by Mr. Sakya

Chapter III

Field Survey, Preparation and Field-testing of Materials

1. Introduction
2. Report of group A
3. Report of group B
4. Report of group C

1. Introduction

a. Steps of developing materials

The participants of the Workshop formed three groups and developed totally 23 kinds of materials for neo-literates in the following steps.

I. Field survey

1. Preparation of community survey
2. Community survey at the village
3. Analysis of community survey (using NP method)

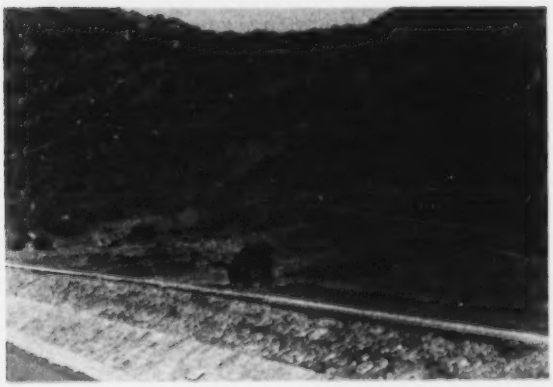
II. Preparation

4. Selection of theme and topics of materials to be developed
5. Preparation and production of materials

III. Field test

6. Preparation for field testing
7. Field-testing
8. Analysis of field testing

IV. Revision of materials



b. Materials developed by the groups

Title		Format
Group A		
1.	Problems in the village	photo chart
2.	Education for Children	poster
3.	Drug Addiction	flip chart
4.	Keep Your Village Clean	booklet
Group B		
1.	Don't Uproot Us We Serve You	poster
2.	Education for Every Woman	poster
3.	Dried Bittergourd	poster
4.	Drainage of Dirty Water	poster
5.	Disadvantage of Excess and Incorrect Use of Fertilizer	poster
6.	Increase Crop Field	poster
7.	Method for Purifying Water	poster
8.	Conserve Rain Water for Irrigation	poster
9.	Don't Uproot Us We Serve You	booklet
10.	Drainage of Dirty Water	booklet
11.	Let Us Go to School booklet	
12.	(Flash card)	
13.	(Cassette tape material)	
14.	(Card game)	
Group C		
1.	Increase Your Income	game
2.	Education for All	folder
3.	Fetching Water	booklet
4.	Let's Take Care of Our Health	poster
5.	(Cassette tape material)	

TOTAL 23 kinds

c. Members of Each Group

Group A

Village: Muslim Colony

1. Mrs. Najma Faruki (chiarperson)
2. Dr. Javaid Aziz Awan
3. Mrs. Samina Yasmin
4. Mr. Gulshan Pir
5. Mr. Mohammad Aslam Chaudhry
6. Mr. Mohammad Khan
7. Dr. Ms. F. F. Rehman
8. Raja Abdul Hameed Khan (raporteur)
9. Mr. Abid Mohmood Qureshi
10. Mr. Ahmeddin Uttra (secretary)
11. Mr. Shigeru Aoyagi, ACCU (consultant)
12. Mr. Shahid Waheed (Illistrator)

Group B

Village: Dharek Mohri

1. Ch. Ghulam Hussain (chairperson)
2. Mr. Mohammad Ishaq
3. Mr. Musarrat Hussain Rizvi
4. Mr. Fazale Rabbi
5. Mr. Inees Iqbal
6. Mr. Islamud din Baluch (raporteur)
7. Mr. Mohammad Shah
8. Miss Yamina Tamkeen
9. Dr. S. Irshad Hussain Tirmazi (secretary)
10. Dr. Satoshi Kako (consultant)
11. Mr. Shinji Tajima, ACCU (consultant)
12. Miss Jamila Rana (illustrator)
13. Mr. Hiroshi Kokubu (interpreter)

Group C

Village: Pind Parian

1. Haji Sajjad Hussain
2. Mr. N. A. Noorani
3. Mrs. Hamala Khalid
4. Mirza Mohammad Bostan
5. Mr. Arshad Saeed Khan (raporteur)
6. Dr. Nuzhat Ikram
7. Mrs. Badar-un Nisa (chairperson)
8. Mr. Zakir Hussain Shah
9. Mr. Sharfaz Khan Jaddon (secretary)
10. Dr. Tongyoo Kaewsaiha (consultant)
11. Mr. T. M. Sakya (consultant)
12. Miss Nasira Irfan (illustrator)
13. Mr. Ijaz Ahmad (illustrator)

d. Socio-economic Profile of Each Village

A. MUSLIM COLONY

Introduction

The village is situated in the north at a distance of four km from Islamabad on the Noor--pur-Shahan road. The village is in close proximity to Noor-pur-Shahan where there is a tomb of a great saint reverently called by the name of Bari Imam. A large number of his devotees from all over the country go to pay their homage to him in the month of May every year. On the emergence of Islamabad as the capital city, a fairly large number of outsiders who came in search of jobs in the new capital, have illegally encroached upon the land which has now assumed the name of a Muslim Colony.

The land and the people

The land, which has been occupied by the unauthorized dwellers, is uneven and rocky lying in the lap of the Margalla Hills. The village boundaries extend to about one acre where shanty houses have emerged. There is a luxuriant growth of vegetation which has made the village landscape beautiful and attractive.

There are hetrogeneous groups of people speaking different languages and dialects. They have migrated mostly from Jammu and Azad Kashmir, NWFP and Murree. The population of the village is 1,915 and out of them, 1,107 are male and 728 are female. The literacy rate is 28.7%. The average house-hold size is 4.7.

Occupation and the People

Most of the work force consists of unskilled labour. The majority of the male population of the village works as Naib Qasids (Peon) and Chowkidars in Islamabad. There are also skilled workers like Carpenter, Painters, Transport equipment operators. A few people work as clerks in the offices.

Religion

1,873 persons are Muslims and 42 are the followers of other religions. The people are the disciples of the Saint Bari Imam. Every Friday they go to his tomb and offer their congregational prayers near the mausoleum. They receive alms from rich people who come from different parts of the country to present their offerings to the great saint which are, upturn, distributed amongst these poor and needy people.

Educational institutions

It is slum area which the inhabitants will have to vacate eventually. Hence, no formal educational institutions have been opened by the Government. However, to bridge the gap, the Ministry of Education has established a package of four components of a Mosque School, a Mohallah School, a Women's Education Centre and a Village Workshop under the aegis of the Rural Education and Development Project (READ) to meet the educational needs of all segments of the village population. The Mosque School provides primary schooling facilities for the boys and the Mohallah School for the girls. At the Women's Education Centre, vocational skills are imparted to the girs/women and at the Village Workshop to the boys/men based on their needs and interests. There are three Mosques in the village where males go five times a day to offer their regular prayers.

Health and Sanitation

There is one health centre run by the people on a self-help basis. In cases of emergency, patients are brought to the hospitals in Islamabad for medical treatment. There are no human waste/garbage disposal and sewerage facilities. Usually, the adult males defecate early in the morning and the women at night in the open fields and hidden places. The filth and garbage piles up in the streets emitting a nauseating smell. There is no drainage system and stagnant water in the streets during the rainy season causes diseases. There are only three water taps located at central places in the village for the supply of water at fixed times. The people face great problems regarding the shortage of water. Women use the water tap for washing purposes also.

Transportation

The village is linked by road with the twin cities of Islamabad and Rawalpindi as it is located on the bank of Noor-pur-Shahan road where all sorts of transport is easily available throughout the day and night. The villagers/ can come and go to any part of the country by any time.

Community Organization

The people are unauthorized occupants who have set up different organizations/agencies to exert pressure on the government to get the land ear-marked from the Capital Development Authority for their permanent settlement. They frequently visit Government Offices in Islamabad for the fulfillment of their demands. The 'Zakat' Foundation provides financial aid to the poor and needy people in the form of cash and kind through the Zakat Committee comprised of the representatives of the village.

B. DHAREK MOHRI

Intorduction

The village known by the name of Dharek Mohri is located to the South West of Islamabad at a distance of 20 km on the Rawalpindi-Golra road. The village derived this name due to the fact that a particular type of cluster of trees known by the word "Dharek" grown in this locality. The town of Golra Sharif is at a distance of two km from the village where lies buried a Saint named Mehr Ali Shah. People from all over the country visit this town every day to pay their homage to the Saint who propagated the teachings of Islam in this area. Most of the land of the village has now been acquired by the Capital Development Authority. The people will soon be asked to leave their homes and hearth and to settle in some other suitable places.

The land and the people

The land is smooth, even and patchy. The village boundary extends over 4,000 acres and is owned by twenty land lords.

The village consists of eight well-compact localities known in the local language 'Mohallah'. The population is 1,492 consisting of 830 males and 662 females. The people speak a Punjabidial known as "Pethwari". They are a hard working people.

Occupation

Farming is the main occupation of the people. Most of the people are tenants and tillers of land and work on a crop-sharing basis. They are daily wage earning labourers and a few are employed in the Railway Department as Watchman and gang man. The main crops are Wheat, Maize, Millet, Barley and Pulses.

Religion

1,486 are Muslims and six are non-muslims. The people are staunch followers of Islam. MKost of them offer regular prayers five times a day in the village Mosque.

Literacy

The village has nearly 19.9% literacy rate. There are 135 persons who have had education up to primary, 43 up to middle, 34 males and four females have attained the qualifications of Matric and above.

Educational Institution

There is only one Government Primary School for Girls. The Ministry of Education, under the aegis of the READ Project, has opened a package of four components of Mosque School, Mohallah School, Women's Education Centre and Village Workshop to meet the educational needs of all segments of the village population. Mosque School provides primary schooling facilities to boys and Mohallah School to girls. At the Women's Education Centre vocational skills are imparted to the girls/women and at the village workshop to the boys/men based on their needs and interests. There are no further schooling facilities for girls after passing grade-V in the village. Most of the girls are unable to continue their studies further because their parents are unwilling to send them out of the village.

Health and Sanitation

There are no medical facilities at the village. The villagers have to go to Golra Sharif for medical treatment but in cases of emergency, patients are brought to Islamabad and Rawalpindi for medical treatment. The cow-dung and filthy garbage has greatly effected the cleanliness and hygienic conditions of the village people. Cow dung cakes are used as a fuel by women-folk for cooking purposes. Lies and mosquitoes breed germs on the heaps of cow dung lying in front of their shanty dwellings. There is no drainage system and stagnant dirty water, especially during the rainy season, pollutes the whole atmosphere with a stinking smell. There are 20 wells and a

number of hand pumps which meet the water requirements of the village population. Some of the wells are dried up during the summer season which causes acute shortage of drinking water.

Transportation

The village is connected through roads with adjoining settlements.

Community Organization

Three agencies namely Rural Education and Development (READ) Project, Rural Cooperative Society, and 'Zakat' Committee are engaged in the uplift of the village. The Cooperative Society provides soft loans to the farmers for the purchase of seeds, fertilizer, insecticides and pesticides. The 'Zakat' committee extends free financial assistance in cash and kind to the poor and needy people of the village.

C. PIND PARIAN

Introduction

The village is situated in the South West of Rawalpindi and is 25 km from Islamabad. It is connected through unmetalled road with Fateh Jang road at a distance of 2 km from Tarnol crossing. The name of the village is so named because of a special type of rock found in this area. There are big blocks of stones of the ancient times at the village which are quarried for use in the construction of houses.

The land and the people

The area of the village consists of 1,000 acres of vast tract of land. The soil is hard, rocky and sandy. Most of the land belongs to ten land lords. The people of the village are strong and sturdy. The population of the village consists of two main tribes known by their caste as Rajput and Gujar. There are 755 persons who live in the village, out of them 346 are males and 324 females. The village is further divided into two 'dhokes' (hamlet) named Misri Khan and Mirran. The average house-hold size is 6.1.

Literacy

The village literacy rate is very low and is not more than 6%. Female literacy is very nominal. There are 9 persons who have education up to primary pass, 8 middle pass, 10 males and two females have attained the educational qualifications up to Matric and above.

Occupation

The main occupation of the people is farming. The people are tenants, labourers and milk men. The main crops are Wheat, Barley, Millet, Maize and Pulses. The people rear buffaloes and cows for milk which is sold in the twin cities of Islamabad and Rawalpindi.

Religion

The entire population of village is Muslim. They are staunch followers of Islam which is evidenced from the fact that there are two Mosques in such a small village. They offer prayers regularly five times a day.

Educational Institutions

The Ministry of Education have established a package of four components of Mosque School, Mohallah School, Women's Education Centre and Village Workshop under the aegis of Rural Education and Development (READ) Project to meet the educational needs of all segments of the village population. Mosque School provides primary schooling facilities to the boys and Mohallah School to the girls. At the Women's Education Centre vocational skills are imparted to the girls/women and at the village workshop to the boys/men based on their needs and interests. The boys after passing Class-III go for further schooling to the near-by villages of Dora and Nao Ghazi to join primary schools there. The Mohallah School cater to the educational needs for five classes as there is no Primary School for girls in the vicinity and parents are reluctant to send their daughters to boys' schools in other villages. Three girls have graduated from the Mohallah School during 1989. Out of them, two girls have joined Middle School for girls at Jhangi Seydan and one the Government Secondary School for Girls, Kohinoor Mills, Rawalpindi. Both these places are at considerable distance from the village but their parents have realized the importance of education for their daughters.

Health and Sanitation

The health and sanitation facilities are not available at the village. The villagers go to a nearby town, Tarnol, for medical treatment but in case of emergency they can get the proper medical treatment only at hospitals/clinics in Rawalpindi and Islamabad for which they have to incur a lot of expenses. Some times they have to sell their cattle or land to pay the heavy medical expenses. The people also keep their animals in their own houses. Drying cow dung pats are breeding centres for flies which cause several diseases. The children of the village also defecate in the street and excrement pollute the whole environment of the village. The village presents unhygienic and bad sanitory conditions. There are only three wells to meet the water needs of the village which dry up during the hot summer and the village women have to fetch water in earthen pitchers on their heads from a distance of one kilometer.

Transportation

The village is linked with the main road through 2 km kaccha road and people experience no difficulty in catching the buses to reach their destinations. Some well to-do people have their own means of transport. The 'suzuki' service also exists between the village and Tarnol.

Report of Group A

13-9-1989

On 13 September 1989, after lunch, the participants were divided into three groups namely A, B and C. Each group consisted of 8 members. Each group was provided a profile of the villages they were to visit. The groups were required to elect a Chairman and rapporteur for the group. Mrs. Najma Faruki and Raja Abdul Hamid Khan were unanimously elected as Chairman and rapporteur of group 'A'. After the formation of three groups, the members were required to select areas of survey the profiles of the villages. The village alloted to group "A" was Muslim Colony, Group "A" selected four areas for their field work, namely:

1) Health and Sanitation.
2) Education.
3) Environment.
4) Economic Activities.

In order to have first hand and accurate knowledge of the problems facing the life of the villagers, the group was required to observe the problems thoroughly through interviews questionnaire. It was also decided that the ladies in the group would request the women folk to assemble in a certain house so as to elicit their views/suggestions on the problems facing their life.

The group was further divided into sub-groups and alloted the following areas for their detailed study:

1.	Health and Sanitation	Mr. Javaid Aziz Khan Mr. Abid Qureshi
2.	Education	Ch. Muhammad Aslam Mr. Gulshan Pir
3.	Environment	Raja Abdul Hamid Khan Mr. Mohammad
4.	Economic Activity	Mrs. Samina Yasmin Mrs. Rehman Mrs. Najma Faruki

Although the group was divided into sub-groups and alloted different areas, they were given liberty to collect/gather information on any of the areas they would like to collect information on many facets of the village life.

14-9-1989

At 9:00 a.m. the group left for the study visit in a vehicle provided by the Ministry of Education. The village Muslim Colony alloted to our group is situated at a distance of about four kilometers from the Islamabad Hotel. When we reached the village, the very first thing that struck the group was that it was a slum area just under the nose of beautiful and fast expanding and lush green Capital city of Islamabad. It presented a striking constrast. An ugly and shanty dwellings were defiling the matchless beauty of Islamabad.

We were taken to a Primary School where seating arrangements were made. The moment we entered the school premises, almost fifteen persons came to meet us. On inquiry, it turned out to be an un-authorized settlement. Encroachment of Government land was their main concern. Tap water was given to them very grudgingly. No other amenities of life were available to them.

The group started its work in about thirty minutes after arrival. They visited different educational institutions (Boys and Girls Primary School, Village Vocational Centre for men where Wood-Work is carried on and village Sewing Centre for Women). Members of the Group went round the village. They interviewed people and asked questions. (Prepared and un-prepared).

The results are as under:

Area	No. of Persons Interviwed	Results Yes
Health and Sanitation	15	15 (100%)
Education	15	15 (100%)
Environment	15	7/15 (47%)
Economic Activity	15	6/15 (40%)

The following were the main problems of the village:

1) conferring of proprietary rights of the land in their possession.
2) Supply of electricity.
3) Narcotics (Addiction).
4) Supply of additional staff to the schools.
5) Poverty.
6) Pavement of streets.

After gathering the required information, the group returned to the Hotel to have discussions on the problems on the basis of the data collected by each member. Each member of the group noted down the problems on small pieces of paper which were subsequently arranged

category-wise to assess the magnitude of the problem. After detailed discussions, the members of the group identified the following problems.

Problem No.1

Poor sanitation. It could safely be generalized for almost whole of the rural population in the country.

Problem No.2

Drug addiction. This could also be generalized for the whole of the country.

Problem No.3

Miscellaneous problems identified by the group and the inhabitants of the village.

15-9-1989

Friday being holiday, no session of the groups was to be held.

16-9-1989

The group re-assembled in the Chandni Hall of the Hotel for further deliberations and to continue their work as decided on 14-9-1989 afternoon. It was planned to split up the group again into three sub-groups. The follow-up materials in the following three categories was decided to be produced by the groups:

1) To produce written material containing appropriate illustrations in an interesting format.

2) To produce flip charts on drug addiction.

3) To produce flip charts on the problems identified by the group.

A list of sub-groups and work alloted to each is as under:

Name of Sub-Group	Work Alloted	Members
Sub-Group-1	Written material	1. Mrs. Najma Faruki 2. Dr. Javaid Aziz Khan 3. Mr. Abid Qureshi
Sub-Group-2	Flip charts on Drug Addiction	1. Mrs. Rehman 2. Miss Samina Yasmeen
Sub-Group-3	Flip Charts on all the problems.	1. Ch. Muhammad Aslam 2. Mr. Gulshan Pir

The members of each group worked with great fervor and devotion.

17.09.1989

The group continued its work after the field study visit. The work consisted of writing a booklet, preparing poster and flip charts for sustaining literacy interest among the neo-literates. These materials were based on the felt needs of the villagers which were determined by the members of the group during the visit to the village. Besides, the group prepared flip charts with the help of the illustrator whose services were made available to the group.

The group unanimously decided to develop literacy materials on the following main topics:

1. How to reclaim drug addicts.

2. Sanitation and Hygiene Problems.

The literacy materials prepared by the group in the form of booklet, poster, flip charts and photo chart were presented to the participants of the workshop on 19.09.1989. On the basis of the valuable suggestions/comments offered by the participants, necessary instruments for evaluation and field testing were prepared. The group re-visited the allotted village to test the efficacy of the literacy materials prepared by the group. In the light of the feed-back, the literacy materials were revised for final adoption.

1. Problems in the village (photo chart)

آلودہ ماحول میں واقع پینے کا پانی

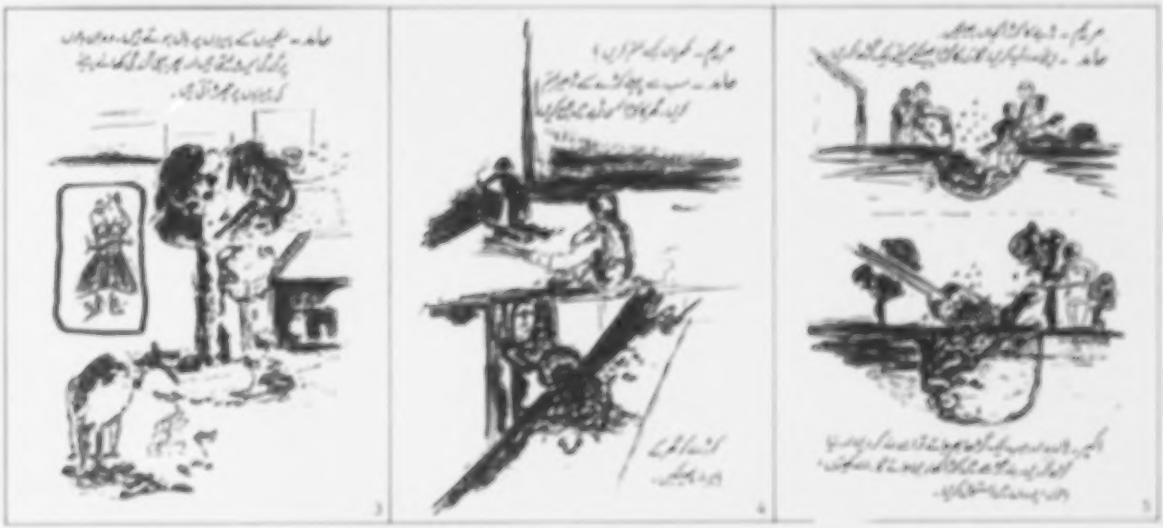
گاؤں کی واحد اسپنسری جہاں بنیادی دوائیاں بھی نہیں ملتیں۔

2. Education for Children (poster)

آئیے اپنے بچوں کے لئے قابل سرپرستوں کو
سبز بنائیں
۱۔ اسکول کی کوئی عمارت نہیں
۲۔ بچوں کے بیٹھنے کی جگہ کی کمی
۳۔ بچے ٹاٹ پر بیٹھتے ہیں
۱۔ کتابوں کی کمی
۲۔ تعلیمی مواد کی کمی
۳۔ ہم نصابی سرگرمیوں کا فقدان
۱۔ اسکول میں ناکافی اساتذہ
۲۔ بچوں کی تربیت و رہنمائی کی کمیابی
۳۔ اسکول میں نظم و نسق کا فقدان
۱۔ اسکول کے لئے مزید اساتذہ بھیجا جائے
۲۔ بچوں کی تربیت و رہنمائی کے انتظامات کئے جائیں
۳۔ صرف اساتذہ ہی اسکول کے نظم و نسق کو بہتر بنا سکتے ہیں
۱۔ بچوں کے لئے مفت کتابوں کی فراہمی
۲۔ تعلیم و تربیت کے لئے مزید بجٹ
۳۔ اسکول میں ہم نصابی سرگرمیوں کا انعقاد

3. Drug Addiction (flip chart)

4. Keep Your Village Clean (booklet)



Report of Group B

Selection of Subject Areas and Methods of Field Study:

The group met on 13th September, 1989 at 2:00 p.m. to discuss the major subject-areas for field work. The following areas were identified by the group:

(a) Education (Formal and Non-formal)
(b) Health and Sanitation
(c) Agriculture
(d) Citizenship

The group also discussed the possible methods for field work. After discussion the group decided to use the following methods:

(a) Observation
(b) Interview

The group developed two questionnaires based on the areas indicated above. The questionnaires include structured and open-ended questions. The questionnaires are attached with this report as Annex-I.

Field Work in the Village:

The group visited the village on 14th September, 1989 for the assessment of needs and problems. Two kinds of questionnaires were prepared, which were used as reference while interviewing the respondents. The group members freely observed the conditions prevailing in the village. The group was divided into three sub-groups to facilitate the task of data collection. Forty persons both men and women were selected to be the respondents and the interviews took about three hours. At about 2:30 p.m. the group left the village and reached Islamabad Hotel at 3:00 p.m.

Analysis of Data:

After the field visit the group analyzed the data collected from the respondents and the village profile. The New Participation Method (NPM) was used for data analysis. Each member was asked to write down on ten slips the most serious problems observed by him/her. The observations were thoroughly discussed among the members of the group. The problems and needs indicated by the members on the slips were categorized according to the similarity of subjects. The number of slips indicating the same problems were counted. The problems were arranged according to the priority as under:

Priority	Problem/Need	No.of Slips
1.	Need to change attitudes towards education of children particularly females.	19
2.(a)	Proper arrangements for pure drinking water are necessary.	11
(b)	The wells must be covered to avoid pollution of water.	11
3.	Proper Sanitation and awareness about cleaning is needed.	9
4.(a)	Awareness about use of fertilizers is necessary to increase crop yield.	8
(b)	More health facilities must be provided.	8
5.	Electricity must be provided.	7
6.	Standard of living may be improved.	5
7.(a)	Plants and vegetables may be grown in homes.	4
(b)	Co-operative society needs to be set up.	6
(c)	The people must be motivated towards improvement of their standard of living.	6
(d)	Housing problem needs solution.	6
8.	Drainage system of village must be improved.	3
9.	Need for Vocational Training Facilities.	2
10.(a)	Veterinary dispensary is needed.	1
(b)	Sun-drying of vegetables for use in off season.	1

Selection of Themes and Format:

Based on the problems and needs identified by the group, the following subjects, topics and formats were selected for the preparation of literacy follow-up materials.

1. Education:

Topic	Format
Need to change	a. Radio Talk through story.

attitude towards female education.	b. Chart. c. Leaflet. d. Flash Cards.

2. Health and Sanitation:

a) Pure Drinking Water:	a. Poster.
b) Health and Pure Drinking Water	b. Game.
c) Sanitation:	a. Chart. b. Booket(Story).

3. Agriculture:

Irrigation Water Tank	a. Poster.
Proper use of fertilizer	b. Cartoon.
Poultry/Tree plantation	c. Chart.
Sun-drying of vegetables.	d. Chart.

4. Citzenship — a. Chart. b. Booket.

Literacy Material Developed:

Thirteen different types of literacy follow-up materials have been developed by the group as detailed below:

1. Need to change attitude towards education specially female education.

(a) Radio Talk in the Form of Dialogue:
- To highlight the need and importance of female education.
- To make the villagers aware of the importance of literacy and education.

(b) Chart:
- To bring home to the village people the role of an educated women in family welfare.
- To demonstrate to the people the disadvantages of illiteracy specially among women folk.

(c) Leaflet:
- To motivate parents to send their children to school.
- To create interest among children for education.

(d) Flash Cards:
- To teach new words with the help of pictures.
- To teach numeracy.

2. Health and Sanitation:

(a) Poster:
- To emphasis the need and importance of pure drinking water.
- To teach the techniques of cleaning drinking water.

(b) Chart:
(Dirty and clean village)

(c) Booklet:

(d) Game about Health and Drinking Water:
- To change the attitude of people towards cleanliness.
- To enable the neo-literates to differentiate between useful and harmful things in the environment.
- To know about diseases caused by insect and germs and to adopt safety measures for these things.
- To enable people adopt the proper ways of getting and using water.

3. Agriculture:

(a) Conservation of Irrigation Water: Poster:
- To stimulate farmers to conserve rain water for irrigation.
- To make farmers aware of the proper use of irrigation water.

(b) Proper Use of Fertilizer: Cartoon:
- To create awareness among farmers the proper use of fertilizer.

(c) Poultary/Tree Plantation: Booklet:
- To create awareness regarding the advantages of poultry farming.
- To make the villagers aware of the importance of tree plantation and kitchen gardening.

(d) sun-Drying of Vegetables: Chart:
- To motivate the villagers to preserve vegetables.

4. Citizenship:

(a) Chart:
- To develop a sense of good citizenship.
- To develop a sense of cooperation among the rural masses.

(b) Booklet:
- To develop a sense of good citizenship.
- To inculcate the habit of forming the quoque.

5. Objectives of Evaluation:

(a) To know if the message is clear to the target group?
(b) To determine the usefulness of the message?
(c) To know the opinion of the target group for the improvement of the material?

Evaluation Sheet-A

	To great extent	To some extent	No.at all
1. To what extent do you find it interesting? If not, Why? _____ _____	____	____	____
2. To what extent do you find it understandable? If not, Why? _____ _____ _____	____	____	____
3. To what extent do you find it useful? If not, Why? _____ _____ _____	____	____	____
4. To what extent illustrations are clear? If not, why? _____ _____ _____	____	____	____
5. To what extent language is easy to understand? If not, Why? _____ _____ _____	____	____	____

Annexure-I

QUESTIONNAIRE-A

Name of the Village: Dharek Mohri
Date of visit : 14-9-1989

Education:

1) How many members in your family could not get education? And why?

2) Is there any adult literacy centre in your village/area?

   a) for male _____
   b) for female _____

3) Are you interested in female education and why?

4) Why girls in your village are unable to continue their education beyond Class-V?

5) Do you think the present education system is useful for you and your children?

Health:

1) What are the common diseases in your village/area and indicate the main causes?

2) How do you get your patients treated?

3) Is the pure drinking water available in your village?

4) What is the system for the disposal of dirty water of your homes and villages?

5) What arrangements do you make for the cleanliness in your village?

Agriculture:

1) How much land do you cultivate?
2) What crops do you grow?
3) How do you sell your products/goods?
   a) In the village _____
   b) In the market _____
4) Do you get farm inputs in adequate quantity?
5) Do you have sufficient irrigation water?
6) Is your farm income sufficient for your family needs?

QUESTIONNAIRE-B

Name of the village: Dharek Mohri
Date of visit : 14-9-1989

a) Contents Area:

- Education
- Agriculture
- Health
- Others

b) Target:

1) Male/Female
2) Age
3) Occupation
4) Literacy level

1. Would you like to read any reading materials?

   If Yes, why? _____
   If no, why? _____

2. In this village, would you please tell us your most serious problems or needs which you are facing in everyday life at least three items, if possible?

   If yes, please tell me why your problems are most serious and also please tell me the details of the problems.

   _____
   If no, why?
   _____

3. Do you have any suggestions or any ideas to solve them?

   If Yes, please tell me the details.

   _____

4. What kind of reading materials or literacy activities would you like to prefer?

MATERIALS DEVELOPED BY GROUP B

1. Don't Uproot Us. We Serve You. (poster)

2. Education for Every Woman (poster)

3. Dried Bittergourd (poster)

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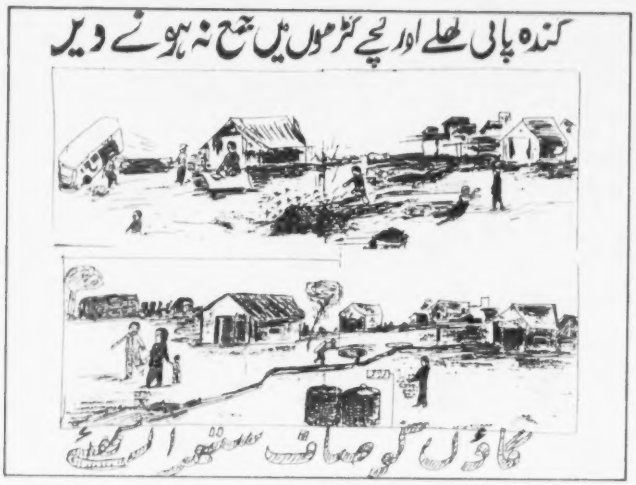
4. Drainage of Dirty Water (poster)



5. Disadvantages of Excess and Incorrect Use of Fertilizer (poster)

6. Increase Crop Field (poster)

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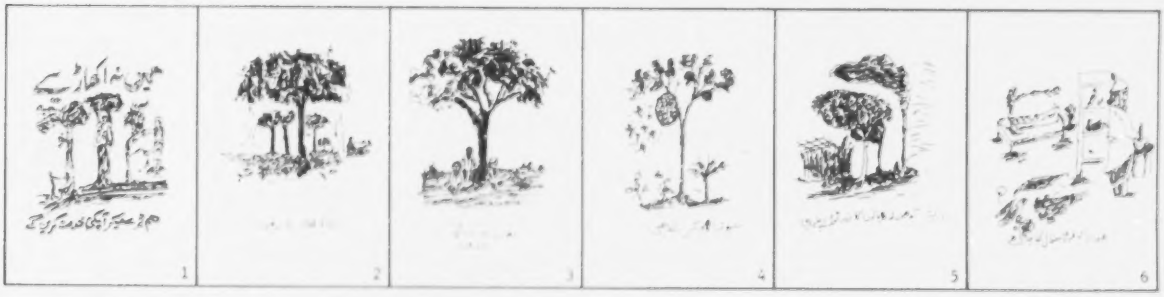
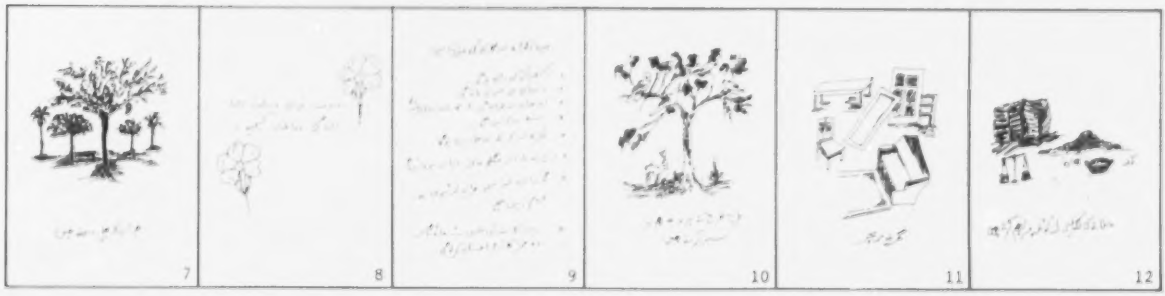
7. Method for Purifying Water (poster)

8. Conserve Rain Water for Irrigation (poster)

9. Don't Uproot Us. We Serve You. (booklet)





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10. Drainage of Dirty Water (booklet)

11. Let Us Go to School (booklet)

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Report of Group C

13th September, 1989

Development of Data Collection Instruments:

First meeting of the Group C was held in the evening of 13th September 1989, in the Workshop Hall. After electing its Chairperson and Rapporteur, the Group Members discussed the methodology of data collection, areas and aspects to be covered, sample size and instruments of data collection. Task before the group was to visit the village. Pind Parian located at a distance of 25 km from Islamabad city to collect data relating to the felt needs of the people for its subsequent use to develop literacy follow-up materials for the neo-literates. The group studied thoroughly the village profile of Pind Parian and after detailed discussions the following insturments for data collection were developed and adopted:

(a) Informal or un-structured interviews with local people particularly with community leaders, school teachers, religious leaders, house-wives.

(b) Structured interviews with the help of a questionnaire to collect information on problems and needs of the community.

(c) Observation of village life activities.

(d) Examination of village record particularly the record of Mohallah School, Mosque School and observing the actual functioning of these institution.

A detailed questionnaire was developed by the group original questionnaire was developed in Urdu language. However, the interviewers asked the question in local dialect for better communication and to elicit correct responses from the villagers.

14th September, 1989

Field Visit Data Collection and Data Analysis:

On 14th September, 1989 morning, the group proceeded to village Pind Parian. Three vehicles were provided for the journey.

Field Work at Village Pind Parian:

The village Pind Parian is situated in the South West of Rawalpindi and is at a distance of 25 km from Islamabad. It is connected through Kaccha (Un-metalled road) road with Fateh Jang road at a distance of 2 km from Tarnol Railway crossing. The village has been so named because of big rocks brend in the area. There are big blocks of stones of the ancient times at the village which are quarried and used for construction of houses. Total area of the village including residential and agricultural area is about 1,000 acres. The soil is hard, rocky and sandy. Population of the village is 775 persons (346 males and 324 females). The average house-hold size is 6.1. Only 6% inhabitants are literate. The main occupation of the people is farming. Some are working as labourers in the city. Health and sanitation facilities are not available in the village. Ministry of Education have established a package of four components of Mosque School, Mohallah School, Women Education Centre and a Village Workshop under the agencies of Rural Education and Development (READ) Project to meet the educational needs of the village population.

The group reached the village at about 11:00 a.m. The members of the group were welcomed by village elders and members of Village Education Committee. After a short informal introductory meeting with village notables, the members of the group were assigned jobs for data collection. Group members went round the village, met and interviewed the local people and observed the teaching work being done in the Mosque School, Mohallah School and Village Education Centre, and observed the socio-economic activities of villagers. The group remained in the village till afternoon, conducted structured interviews with 21 persons and informally interviewed another 53 inhabitants. The visit proved very useful and informative. It enabled the participants to assess the socio-economic conditions of rural people, their problems, needs, and feelings. Loaded with rich information about the inhabitants of village Pind Parian, the group left the village in the afternoon to carry out data analysis in the workshop hall at Islamabad in the afternoon session.

Data Analysis:

The group met again at 3:30 p.m. in the Workshop Hall. The participants exchanged their experiences and impressions about the village Pind Parian and presented data for analysis. Dr. K. Tongyoo the consultant extended professional guidance to the group members in their process of data analysis, determining the priority areas to be covered in the literacy follow-up materials. The members of the group unanimously decided to

concentrate on the following problems of the villagers of Pind Parian.

Priority No. 1 (Water)

Scarcity of drinking water is the most severe problem of villagers. Level of underground water is very low. Rocks make it difficult to dig deeper in search of clean and potable water. Water of village pond is unclean and is used for washing clothes, utensils etc. The only source of drinking water for the village is a spring located at a distance of about one mile from the residential area of the main village. Village people have to bring drinking water daily from the spring in buckets and earthen pitchers. Normally the housewives/females are supposed to carry out this duty. Village women and children have to spend lot of their energies and time for procuring drinking water for their families. This compulsory exertion not only affects their health conditions (as in rain and sun shine, they have to go and bring water. There is no substitute for it), it also deprives them of their precious time which can otherwise be used for child-care, sanitation, income-generation activities and recreational activities. All villagers particularly the women complained about their personal problem of drinking water. People realize the difficulties they encounter in the procurement of water. But there is no awareness, concern or thinking to do some thing to collectively solve this problem.

Priority No. 2 (Health)

Facilities of health and medical-care are totally non-existent in the village. There is no Government Dispensary in or around the nearly vicinity of the village. Neither there is any primate doctor, medical practitioner nor any traditional physician providing much needed medical facilities to the villagers. In case of sever, illness, accident or emergency, they have to transport the patient to the city at a distance of 25 km. As no regular public transport is available for villagers to proceed to city, therefore, they have to hire private transport for this purpose which is very costly and few can afford it. Furthermore, they have not extended ungrudgingly medical facilities in the city hospitals. Private doctors charge high fee, medicines are expensive and poor villagers sometimes have to sell their cattle or other property to meet the expenditures on the medical treatment of their family members.

It was observed that diet of the villagers is not balanced. Their normal food is deficient of proteins, iron and calcium. Meat, egg and fruit is a rare luxury for them. They sell most of the milk of their cattle to city people to earn livelihood and they themselves are content with cereals and grains. Similarly most of the houses do not have ventilation in their rooms. They have no toilets and children defecate and urinate in the open either inside the house or in streets. This practice is very unhygenic and obviously contribute to their poor health and spread of diseases.

Priority No. 3 (Low Income Level)

Most of the people live below the poverty line. Area is rainfed. Land is un-even, rough and not very fertile. Average land holding size is very small. An average farmer can hardly meet his food requirements out of his agricultural produce. Employment opportunities are non-existent in the village. Time and energies of many of village youngsters, and women remain under utilized. Their poor living standard and low quality of life is because of the fact that village people do not find opportunities to employ themselves to increase their income. They are keen to work for additional income but they do not know how to generate income by making use of locally available resources.

The group was of the view that villagers need to be educated and guided about the ways and means of income generation and creating employment opportunities.

Priority No. 4 (Education)

Another problem, as emphasized by the villagers was the non-availability of proper educational facilities for their children. Only 6% people in the village are literate. Very few persons have so for acquired primary level education. Mosque School and Mohallah School established by the Ministry of Education are meeting their needs of basic education to some extent. Still the learning facilities provided in these schools are not of required standard. Both teachers are outsiders and poorly paid. Local people have built a room far Mosque School on self-help basis and they are partially contributing to the salary of female teacher. It shows their urge and desire for education. No school is there for the children who wish to acquire further education after completing primary education in the local schools. Similarly no adult literacy programme is functioning at the moment for the 94% illiterate population of the village. Even the few educated people have not developed reading habits. Neither any newspaper comes in the village nor there is any reading centre or public library in the village. Teachers in the school do not use proper teaching aids like posters, charts, audio-visual material for instructional purposes.

Priority No. 5 (Sanitation)

Sanitation is another problem which needs attention. The drainage system is improper. Mostly the animals are kept and accommodated within the house. The excrement of animals is dumped in the courtyard or outside of the house, which attracts flies, insects, mosquitoes and spreads germs. Streets are unpaved and unclean.

Priority No. 6 (Agriculture)

Major occupation of the villagers is agriculture. But due to the hilly and rocky area, the cultivatable land is very limited. Farmers do not know the modern agricultural techniques to raise the yields of the crops. They have not formed any co-operative society for the procurement of fertilizer, tractor and seeds of new varities. Farmers need to be educated on this aspect as well.

Priority No. 7 (Recreation)

The villagers have no idea of recreation and entertainment in their life. No fun-fair, games or recreational activities are organized by them. This deficiency of recreational opportunities makes their living monolonms, insipid, lethargic and idle. Their un-used time and energies are consequently diverted to factionalism, family feuds, hostilities and court litigations. Particularly the women who remain heavily busy in their household chores, have no social outlet. The group brought home to the villagers the significance of sports and games in human life and suggested to them some of the games and recreational activities which can help them to pass their time in healthy pursuits of life.

Identification of Problems, Solutions and Needs of People of Village Pind Parian

Problem	Solution	Needs
1. Water		
Drinking water is not available in the village. Source of drinking water is one Mile away from the village. Villagers have to bring water from one Mile distance in buckets and pots, which is very difficult and tire some. People are aware of the intensity of the problem but there is no consciousness for making collective efforts to over-come the problem.	1. Water may be sucked from the spring with the help of a motor pump and stored in a rezervoir/ water tank. Water may be supplied to the homes from this tank or villagers can themselves take water from village tank.	1. Provide information to the village people about the problem solving.
	2. Water may be fetched by Cart and supplied to each individual home according to their requirements.	2. Provide information to village people as well as create awareness among them.
	3. An under-ground passage/Kares may be dug/constructed for the automatic flow of water from spring to village.	3. Create awareness for the solution of the problems.
2. Health Care		
No hospital, clinic or dispensary is there in the village or in the nearby villages. People have no knowledge of child-care, hygien pre-cautionary measures against diseases and first aid. Their diet is unbalanced.	1. Villagers may be educated as to how to contact social welfare or government agencies for the facility of medical care or mobile dispensary.	1. a) Create awareness b) Provide information
	2. Provide them information about a balanced diet.	2. Provide information
	3. Provide information about First Aid Training.	3) a) Provide information b) Create Awareness
	4. Provide them information about hygien, pre-cautionary measures against diseases and local treatment of routine minor ailments.	4) Provide information

Problem	Solution	Needs
3. Low Income Level		
Most of the families are poor Average land holding size is very small. Agricultural yield is not enough to meet even the subsistence level. Employment opportunities are lacking. Due to the low income level people can not afford, to educate their children, buy proper food, build comfortable houses, use modern agricultural techniques/in-puts and improve their living conditions.	1. Introduction of income generation activities	1. Provide information
	2. Provide them information and acquaint them about the advantages of tree plantation, poultry farming, dairy farming, Goat and Sheep Farming, handicrafts, sewing, knitting etc.	2. a) Information b) Create awareness
	3. Guide them how to form cooperatives for starting business ventures, cottage industry and get loans for agriculture and small industries.	3. a) Provide information b) Create awareness
4. Education		
94% of the villagers are illiterate. Neither there is any proper formal primary school for boys nor for girls. One Mosque school (up-to-class-three) and Moha lah school is functioning in the village but learning facilities at these schools are not up to the mark. There is no school for post primary education of boys & girls. No newspapers, reading centre or Library is there in the village. Enrolement at existing schools is also not very encouraging. A good number of school age children remain out of the school.	1. People may be made aware of the importance of education and literacy.	1. Awareness
	2. They may be made aware of the necessity of providing education to their children.	2. Awareness
	3. They may be informed and guided as how to struggle for the establishment of educational institutions in their villages.	3. a) Information b) Awareness
	4. They may be motivated to arrange educational facilities and teaching aids, through self-help basis.	4. Awareness
	5. They may be advised to establish a Reading Centre or Library, at a common place to introduce reading habits among the villagers.	5. a) Information b) Awareness
5. Sanitation		
Standard of sanitation in the village is very poor. They have no toilets and drainage system. This situation causes the birth of mosquitoes, flies, insects and consequently the spread of disease among the villagers.	1. Provide them information about the disadvantages and miseries of an unclean hygienic environment.	1. Information
	2. To make them aware for keeping their homes, streets, clothes, utensils clean and keep the animals separate from the human residences.	2. Awareness
	3. Advise them to have their streets paved and build covered latrines with underground disposal system.	3. a) Information b) Awareness

The group decided to develop literacy follow-up material on the following lines:

No.	Themes	Formats	Topic	Contents
1.	Water	Book let	How to bring water	
2.	Health	Poster	Take-care of your Health	
3.	Sanitation	Radio Drama-(Audio-Cassette)	Neat & Clean Environment, Why?	
4.	Education	Folder	Education for all	
5.	Income Generation	Game	Game of Prospertiy	

Preparation of above mentioned different forms of follow-up material was assigned to different participants. Group members worked on the development of material for 3-days. Group proceeded to the completion of the material through following stages:

1) Understanding the problems, and needs in the context of real life situation in village Pind Parian.

2) Discussing various alternate solution for the problems and selecting the most suitable solution to be projected through the follow-up materials.

3) Deciding formats of literacy material and their titles (topics) separately for each theme/problem.

4) Preparing out-lines of the themes and contents, text and pictorials for each formate.

BOOKLET

TITLE: HOW TO FETCH WATER?

PROBLEMS:

1. The well of water is about 2 km away from the village.
2. Since bringing water is a troublesome task, therefore, there is acute shortage of water for daily use in the village.
3. Ladies go to fetch water from the well 2 km away from the village.
4. The road is uneven with stones and thistles spread over here and there.

OBJECTIVES:

The above problems are converted into the following objectives:

1. To create awareness of the impotance of co-operative efforts for solving the village problems.
2. To infuse in men the spirit of helping ladies for bringing water from the well.
3. To show how a problem can be solved on self-help basis.

TARGET: Middle level neo-literates in rural areas.

APPLICATION:

1. The instructor asks the learners after reading, "Would you like to bring the water that way?" This will be followed by discussion and question-and-answer.
2. Lastly, the instructor informs the learners how to make the cooperative efforts for solving village problems on self-help basis.

EVALUATION:

1. The vocabulary of this booklet is:

   (a) Difficult
   (b) Not so difficult
   (c) Easy

2. The statements of this booklet are:

   (a) Too long
   (b) Reasonable
   (c) Short

3. The format of this booklet is:

   (a) Very interesting
   (b) Interesting
   (c) Not interesting

4. The illustrations of this booklet are:

   i. (a) Very clear
      (b) Just clear
      (c) Not clear

   ii. (a) Attractive
      (b) Not attractive

POSTER

TITLE : TAKE-CARE OF YOUR HEALTH

Problems: - People are not aware of the value of balanced diet.

- People do not realize the importance of child care.

- People have no knowledge of providing first aid.

- People are ignorant of proper preventive measures against diseases.

Objectives:

The objective of poster entitled "Take Care of your Health" are as under:

1) To create awareness about balanced diet, so that people may include other edible in their food.

2) To provide information to mother about taking care of the health of young child.

3) To make the people well aware of the importance of first aid training.

4) To make the people aware of the procedure to obtain a dispensary for their village.

5) To make people realize the importance of keeping the sick members of the family properly so that others are not affected.

Target:

The Poster is for adults and children of the village both male and female.

Application:

The demonstrator sits with the villagers in a small group, with the poster. He explains the purpose of gathering people and arranging that meeting. Then he introduces the first picture and asks the group members to read and observe the material in the picture. Then the group may talk about the subject matter of the picture and the experimenter may intervene to keep them on the track. After introducing all five pictures one by one, the demonstrator may discuss the subject matter or the theme in detail.

Procedure of Evaluation:

While demonstrating the subjects should be provided enough time to understand the poster. Then to improve the poster the experimenter may discuss the poster with his subjects so that they may tell the short-comings of that poster. Following questions may be asked:

1) Do you think poster provides information about taking care of your health?

Yes _____ No. _____
To some extent _____

2) Do you feel difficulty to understand the language of this poster?

Yes _____ No. _____
To some extent _____

3) If yes, please indicate the picture number(s)

_____
_____

4) Do you think some pictures of this poster need some improvement?

Yes _____ No. _____
To some extent _____

5) If yes please indicate the picture number.

6) Is there any problem to understand the subject matter of poster?

Yes _____ No. _____

7) Do you think this poster can help the village people to take better care of their health?

_____
_____

GAME

TITLE: INCREASE YOUR INCOME

Problems

- People have enough leisure time, some are lazy and others do not know what to do.

- Socio-economic status of villagers is quite low.

- A number of village resources are lying under utilized.

- People are not motivated to work.

Objectives:

1) This game has been developed to organize the villagers in a playing situation and make them to realize their problems, resources available in their homes, fields and surroundings.

2) The villagers may become aware of the problems pertaining to their poverty and economic problems while playing this game.

3) Through playing this game the simple village people may realize ways and means to enhance their income.

Target:

This game is supposed to be played by adults of village both male and female approximate age 15 to 50 years.

Application:

1) The demonstrator will explain the neo-literates of the village about the method of playing the game and the purpose of the game as mentioned in the objectives.

2) The demonstrator introduce the game material e.g. chart, dice and stones, etc.

3) Villagers play the games in the presence of the demonstrator.

Procedure of Evaluation:

After playing the game the demonstrator should discuss with players and viewers. He may seek their opinions about following aspects:

1) If these pictures indicate problems of the village about poverty.

2) If these pictures provide you information, about ways to increase the income of the villagers.

3) If playing this game is an interesting experience.

4) Would players like to play it again with others.

5) Would you like to guide me how the pictures of this game can be improved.

6) Would you prefer to include or delete something from this game.

7) If the statements given are understandable to you.

8) Would you like to comment about the difficulty level of the language used in this game.

FOLDER

TITLE: EDUCATION FOR ALL

Problem:

- Most of the village population is illiterate.
- There is not a regular primary school in the village.
- One primary school teacher is teaching grade I to V children in the Mosque School.

  One-un-trained female teacher is teaching girls in a Mohallah School placed in one room of a resident of the village.
- Few educated persons of the village may be motivated to encourage illiterates to read.
- There are no physical facilities in Masjid or Mohallah Schools.

Objectives:

- A folder has been developed indicating educational needs and requirements of the village.
- To demonstrate the scarcity of educational facilities available in the village.
- To make the villagers realize the importance of the need of education for themselves and their children.
- To make the villagers to realize their right of education and demand for regular primary Schools for Boys and Girls separately.
- While going through this folder the villagers may identify themselves with the demonstration given in the folder.

Target:

The folder is developed for adult population of the village both male and female especially for parents of primary school age children.

Application:

If you have any difficulty, I can assist you to follow the ideas given in this folder:

Procedure of Evaluation:

After providing enough time to the villagers to go through the folder, the experimenter discusses the effectiveness and clarity level of the folder. The experimenter may ask following questions:

1. Do you think this folder indicates educational needs and requirements of your village ?

   Yes _____ No _____
   To some extent _____

2. Do you want to include some more problems of educating the villagers.

   Yes _____ No. _____
   To some extent _____

3. If yes, please specify

   _____
   _____

4. Would you like to give suggestions to improve pictures of this folder?

   _____
   _____
   _____

5. Please tell me about the accuracy of Language used in this folder.

Alright _____
Difficult _____
Easy _____

6. If difficult can you indicate the sentences where you feel difficulty?

_____
_____

MATERIALS DEVELOPED BY GROUP C

1. Increase Your Income (game)

2. Education for All (folder)

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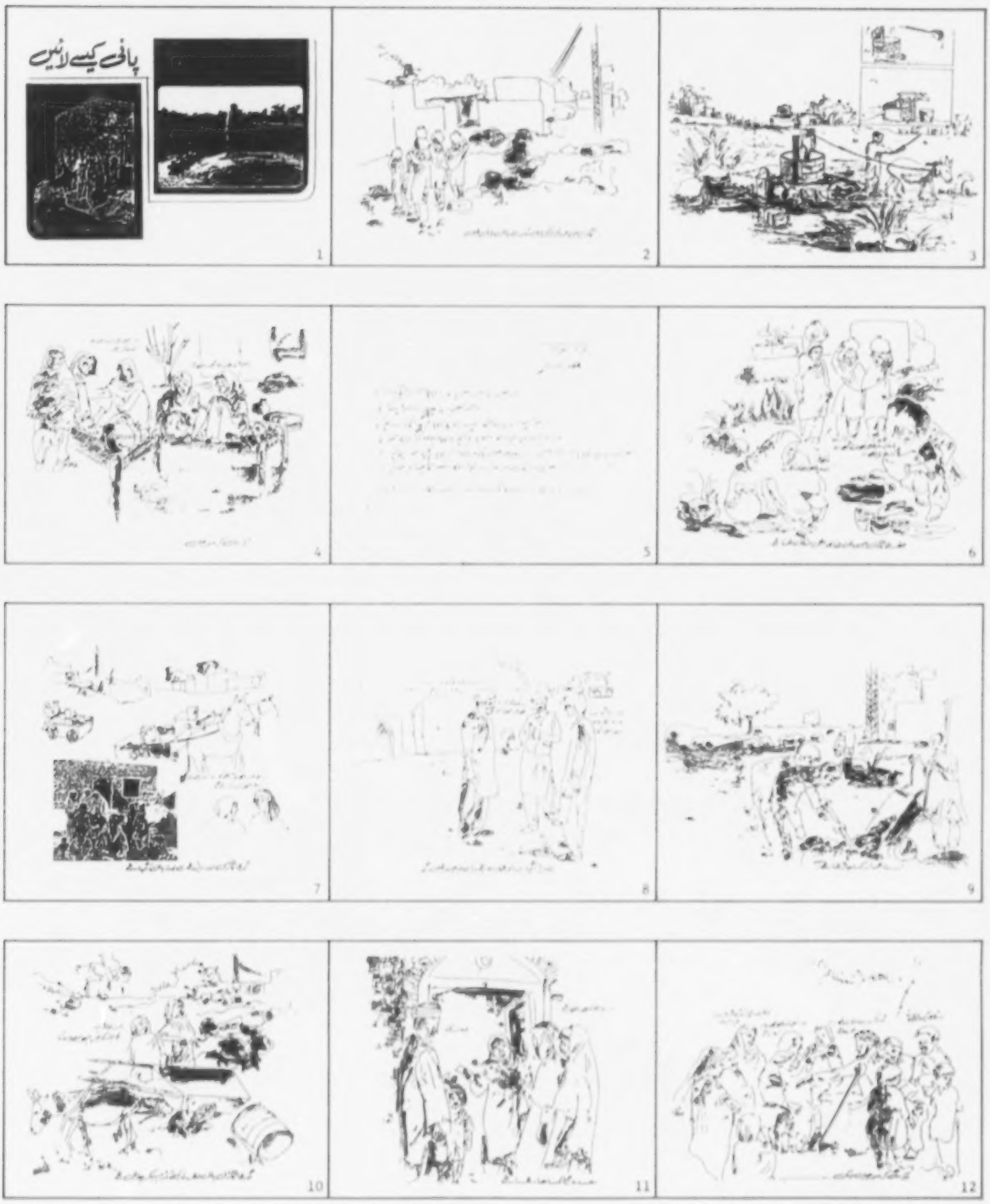
3. Fetching Water (booklet)



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4. Let's Take Care of Our Health (poster)

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Annex and Appendix

Annex 1	Schedule of the Workshop
Annex 2	List of participants
Appendix 1	Welcome address by Dr. S.M. Qureshi, Federal Education Secretary, Government of Pakistan
Appendix 2	Address by Mr. Shinji Tajima, Chief, Book Development, ACCU

Schedule of the Workshop

Tuesday 12 September, 1989

10:00 - 10:30 - Registration of the Participants

10:30 - 11:00 - Opening Speech by Dr. S. M. Qureshi, Secretary, Ministry of Education

11:00 - 11:30 - Address by Mr. Tajima, Chief Book Development, ACCU, Tokyo

11:30 - 12:00 - Tea/Coffee

12:00 - 13:15 - Briefing on the purpose of the Workshop by Dr. Abdul Aziz Khan, JEA Self Introduction of participants. Election of the Office bearers

13:15 - 14:15 - Lunch/Prayer

14:15 - 15:15 - Plenary Session
Introduction of AJP material by ACCU

15:15 - 15:30 - Tea/Coffee

15:30 - 16:30 - Presentation on "Literacy Situation in Pakistan" by Dr. Abdul Aziz Khan, JEA

Wednesday 13 September, 1989

09:00 - 10:15 - Presentation on "Review of (existing Literacy material developed in Pakistan" by Dr. R. A. Farooq, Academy of Educational Planning & Management, Islamabad

10:15 - 10:30 - Tea/Coffee

10:30 - 13:00 - Presentation on Implementation of Survey preparation, field testing/Evaluation of Material by Dr. Tangyoo Kaewsaiha, Deparment of Non-Formal Education Bangkok

13:00 - 14:00 - Lunch/Prayer

14:00 - 16:30 - Group Formation
Briefing on the Field Survey
Information on Three Villages to be surveyed

Group work-I
Preparation for Field survey
(Reception at Holiday Inn)

Thursday 14 September, 1989

09:00 - 15:00 - Group Work-2
Field Survey in the Villages by three groups
(Lunch/Prayer in the field)

15:00 - 17:00 - Group Work-3
Analysis of field Data
Identification of needs and Problems
(evening)- Reception hosted by ACCU

Friday 15 September, 1989

FREE

Saturday 16 September, 1989

09:00 - 11:00 - Presentation on "Techniques/Materials for Neo-literates" by Dr. Satoshi Kako, ACCU, Tokyo

11:00 - 11:30 - Tea/Coffee

11:30 - 12:00 - Group Work-3 continued

12:00 - 13:00 - Selection of topic, Content and Format of the material to be developed

13:00 - 14:00 - Lunch/Prayer

14:00 - 17:00 - Group Work-3 continued
Preparation of Material

Sunday 17 September, 1989

09:00 - 10:30 - Group Work-4

10:30 - 11:00 - Tea/Coffee

11:00 - 13:00 - Group Work-4 continued

13:00 - 14:00 - Lunch/Prayer

14:00 - 17:00 - Group Work-4 continued

Monday 18 September, 1989

09:00 - 10:30 - Group Work-4 continued

10:30 - 11:00 - Tea/Coffee

11:00 - 13:00 - Group Work-4 continued

13:00 - 14:00 - Lunch/Prayer

14:00 - 15:30 - Group Work-4 continued

15:30 - 17:00 - Group Work-4 continued

Tuesday 19 September, 1989

09:00 - 10:30 - Plenary Session-
Presentation/Simulation of
Draft material by the three
Groups

10:30 - 11:00 - Tea/Coffee

11:00 - 12:00 - Group Work-5
Preparation for field testing

12:00 - 17:00 - Group Work-6
Actual field testing
(Lunch/Prayer on the way)

Wednesday 20 September, 1989

09:00 - 10:00 - Presentation by Mr. T. M.
Sakya, Unesco PROAP

10:00 - 11:30 - Group Work-7
Revision/modification of
material in the light of the
results of the field testing

11:30 - 12:00 - Tea/Coffee

12:00 - 13:00 - Presentation of Material by
Group Leaders

13:00 - 14:00 - Lunch/Prayer

14:00 - 15:00 - Comments by Consultants,
Dr. Kako & Dr. Tongyoo

15:00 - 16:00 - Group Work-7
Improvement of Material

16:00 - 17:00 - Presentation of Final improve
Materials

17:00 - 17:30 - Briefing on follow-up
activities (LAMEC)

Thursday 21 September, 1989

09:00 - 10:30 - Plenary session
Follow-up activities by the
participants

10:30 - 11:00 - Tea/Coffee

11:00 - 13:00 - Plenary Session
Presentation of Group Report

13:00 - 14:00 - Lunch/Prayer

14:00 - 16:30 - Adoption of the draft final
report and closing of the
workshop. (Chief guest Dr.
S.M. Zaman, CHAIRMAN,
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Joint Educational Advisor
Chief Organizer of the Workshop
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Deputy Educational Advisor (NFE)
Coordinator of the Workshop

Mr. Sarfaraz Khan Jadoon
Dy. Educational Advisor

Mr. Ahmed Din Uttra
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Mr. Tajamal Hussain
Education Officer

Mr. Jamal Uddin
Assistant Research Officer

Welcome address

Dr. S.M. Qureshi
Federal Education Secretary,
Government of Pakistan

Dear participants,
Members of the ACCU,
Ladies and Gentlemen,

It is my great pleasure to welcome you to the National Workshop which is being organized by the Primary and Non-formal Education Wing of the Ministry of Education and ACCU, Tokyo (Japan) and for which the professional and technical support is being provided by ACCU and Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok.

I was happy to know that this National Workshop is being organized with the collaboration of ACCU, Tokyo (Japan), an organization, which has already helped a few countries of the Region in the development of reading materials for the neo-literates. It is very heartening to see that efforts are being made not only to motivate the vast majority of adult population to acquire literacy, but they are being provided suitable, interesting and skill-oriented reading materials so as to sustain their interest in literacy rather than allowing them to relapse into illiteracy.

We all know that education is very important for us. We are also conscious of the fact that illiteracy is one of the main reasons of economic backwardness of our people. Education is the most effective and powerful vehicle for the socio-economic development of the people.

It is very painful for us when we see Pakistan occupying a low position in terms of literacy amongst our neighboring countries. We feel extremely dejected and frustrated. But our main concern is how to create awareness and demand for education among our masses. Our nation is facing the crisis of creating demand, desire and urge for reading. The most agonizing and painful fact is that we do not find demand for books even by our educated classes. It really shocked me to know during Prize Distribution Ceremony organized by the National Book Council the other day, when it was stated by the organizers that there was an utter lack of interest for reading and writing by our people. I can with confidence say that this apathy is due to illiteracy which is still rampant in Pakistan. Whereas the nations of the world take pride in their high literacy rate, we in Pakistan are still apologetic and have nothing to boast of because of our appallingly low literacy rate, I, therefore, advise the members of the Third World Countries that if they really have a genuine concern for education, they must ask themselves this question: "What have we done for education"? I know that it is very difficult for us to reach our masses and convince them to aquire education. Education is not their first priority. They ask for electricity and to meet their material and

physical needs. The difficulty is that we do not find sufficient people who are really seekers of knowledge and votaries of education. We have never taken education as serious as it deserves. Being Muslim, it is our religious duty to read which is mandatory but we do not follow the clear injections of our religion. Ours is the most discouraging and disappointing situation. We must ask ourselves as to whom, we should blame for this apathy and neglect. Should we blame our planners, administrators and implementors of the educational development programme? All such questions need suitable answers so as to arrest the situation.

The literacy scene in Pakistan is very bleak and quite depressing. I must describe to you my own unpalatable experience as Federal Education Secretary. There was a joint meeting of the Federal Secretaries held for the distribution of financial resources amongst the various Ministries. The then Minister for Finance, Planning and Development whereas accepting the demands of the other Ministries ungrudgingly, he did not consider it necessary even to name the Ministry of Education as a genuine claimant to share the financial resources of the country. Being totally ignored, I mustered courage to stand up and with due deference pointed out to the worthy Finance Minister that I too was sitting in the meeting with a genuine 'Bowl' to be filled, if not to the brim, at least to a point to meet the bare genuine needs of the Ministry of Education. This incidence brings out clearly the step-motherly treatment meted out to Education in our country.

It will not be out of place if I describe to you the pleasant experience of my recent visit to South Korea, where I also met delegates from Japan, Thailand and Malaysia. During my conversation with them, I was pleasantly surprised to know that they have almost completely wiped-out the blight of illiteracy from their countries. I do not quote Japan because this country had out-distanced even the USA in economic development and technical advancement. I am really surprised to see the progress made by South Korea. In early 1960, per capita income in Pakistan was US$80 while it was barely US$50 in South Korea. The situation is quite the reverse now. The per capita income in South Korea is now US$4,000 per annum. What impressed me in South Korea is their philosophy of life. They believe in hard work and honesty. They follow these two golden principles of life which have made the whole difference. There is no illiterate person in South Korea. Every one can read and write. I do not believe that gadgets alone add to the economic development of a country. The real secret of progress lies in the health of the people. A healthy people can bring only wealth to the nation. This is the main moving force. Education is one of the means to achieve progress, prosperity and economic development of a country.

Dr. Abdul Aziz Khan, Joint Educational Adviser, Primary and Non-formal Education Wing and his colleagues who have organized the national workshop deserve my compliments. In the morning when he told me that a national workshop to prepare follow-up materials for the neo-literates was bring arranged by us in collaboration with ACCU, Tokyo (Japan), I pointed out to him that we have the lowest literacy percentage, do not feel that we are living in the twentieth century. I also told him that we frequently hold such Workshops, Seminars and Conferences, but the critical mass is needed to implement and translate the recommendations of such gatherings into concrete realities, is not there. In common parlance the phrase which is generally used i.e. filter down to the grass root level, is not happening. The fact is that the grass is not growing from the rich and fertile ground available in our country. We all feel a thirst and ardent desire that something should happen and our efforts should bear fruit, but to our dismay that is still a far off cry and an unaccomplished dream.

The workshop has special significance for us because we are now seriously working to produce something concrete, and solid for our neo-literates. I am quite hopeful that our honest efforts will bear rich dividends.

We in Pakistan are seized with another problem of determining our priorities in our educational development. Should every available penny be spent on the promotion and development of primary education to achieve 100% universalization of primary education or must we besides strengthening primary education should also expand and promote non-formal education to cater for the needs of our Adult Population. Though it is almost settled that we should strengthen, improve and expand our primary education, which here-to-before remained totally neglected, yet we should not completely ignore the promotion of adult education or continuing education which are a must if we want to improve the socio-economic conditions of our people.

I hope that you who are assembled here will come up with concrete and workable strategies/plans to eradicate the scourge of illiteracy from our country.

Before I conclude my address, I am tempted to refer to our very ambitious erstwhile literacy programme known by the appealing name of 'Nai Roshni Schools' opened throughout the country under the aegis of the Mass and Literacy Education Commission. It has been claimed that at least 400,000 illiterate persons have learnt to read and write. It, therefore, becomes all the more important for us that we should produce such interesting and useful reading materials that should sustain their interest in literacy rather than allow them to go back in the lap of illiteracy which has wrecked their life and thrown them in the mire of ignorance and abject poverty.

The popularly elected People's Government has openly and publicly committed itself to 'rescue' the nation from the hydra-headed monster of illiteracy. The Government has given top priority to education and has ear-marked a

special allocation of Rs. one billion to strengthen primary education. It is now our bounden duty to utilize our time and the money given to us to quicken the pace of educational development in our country. It is now for us to use these two things more intelligently and fruitfully.

I will urge you to work collectively, solidly and come up with practical and workable solutions to the many ills plaguing our system of education. We all belong to this country and we know our cultural, social and other taboos that have in the past frustrated our efforts. With the cultural background and having deep insight into the enormity of the problem facing us, you must help us rather join us, in making our people literate. We Muslims are enjoined upon by our great religion that we should read and write. We belong to Muslim 'Ummah'. Our men and women learn how to read the Holy Book. If we at the same time help them to write what they can read, it will definitely help us to eradicate illiteracy from our country. What is needed is to introduce our people to the writing of Alphabets which are almost similar to Arabic Language. What is required is motivation to write side by side with reading and recitation of the Holy Book. I myself do not know the real answer. You who are gathered here and we are specialists in your own field of non-formal education, must provide us with the answer to my suggestion given above. We need not raise a special infrastructure for this. I leave this 'thought' with you. I hope and wish that you will come up with concrete proposals.

I once again express my profound gratitude to all of you and especially to the members of the ACCU, Tokyo (Japan), Dr. Abdul Aziz Khan, Joint Educational Adviser, Primary and Non-formal Education Wing and his colleagues who have organized this National Workshop. I wish you God speed and succeed in your efforts to assist the Government of Pakistan to produce follow-up materials for the neo-literates, which I believe, will go a long way in sustaining the love for acquiring literacy by our Adult Population.

Address

Shinji Tajima
Chief,
Book Development Section, ACCU

Dr. S. M. Qureshi
Secretary
Ministry of Education
Islamabad

Dr. Abdul Aziz Khan
Joint Educational Adviser,
Chief Organizer

Honourable Consultants,
Distinguished participants,
Ladies and Gentlemen,

It is indeed a great pleasure for me to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, and on behalf of myself, on the occasion of the opening of the National Workshop on the Preparation of Literacy Follow-up Materials in the beautiful city, Islamabad, Pakistan.

It is needless to say that literacy skill is one of the most important and fundamental abilities of man, for quality of life. It is also a vital and indispensable skill for developing individual abilities for social, cultural and economic development of a country.

In this regard, I highly appreciate the significance of this Workshop. I would like to express my heartfelt thanks to the Primary and Non-Formal Education Wing, Ministry of Education, Government of Pakistan for the facilities extended to hold this workshop.

Neo-literate education is as vital as primary education. Essential factor to community and national development of the country is that youth and adult improve their literacy skills to attain higher productivity and to achieve quality improvement of daily life. Particularly, for people living in villages, literacy is an important skill. The only time they can study is between works or in the evening. Therefore, in order to motivate such learners, appropriate learning materials which are both interesting and informative have to be prepared.

The Asian Cultural Centre for Unesco, known as ACCU, aims at making contribution to the development of literacy, book production and culture in Asia and the Pacific in line with Unesco's principles. In order to achieve this aim, ACCU is carrying out various regional joint programmes in co-operation with 23 (twenty-three) Unesco Member States in Asia and the Pacific with the support from Unesco Headquarters and Unesco Regional Offices Bangkok, in the region. In the field of literacy, ACCU started in 1981 a new programme of developing materials for neo-literates, who are youths and adults mostly living in rural areas and who have primary knowledge in reading and writing but may easily relapse to illiteracy due to lack of appropriate reading materials. This literacy programme has now become one of the highest priority among all ACCU' activities.

ACCU's literacy programme for neo-literates consists of three projects. The first one is joint

production of proto type materials for neo-literates in co-operation with experts in the participating countries in the region and with Unesco PROAP. In order to provide those countries with quality proto type materials they are firstly published in English. It is expected that, through adapting with necessary modification and translating, the national language version will be produced and utilized by the participating countries. There are three main principles for literacy materials, firstly, it must be most interesting and suit the local needs, secondly, it must be clear and easy in understanding and thirdly, it must be useful and more effective and meaningful.

ACCU has so far developed 35(thirty five) kinds of such materials with the co-operation of the Member States and the Unesco PROAP. Such materials include booklets, posters, games and slide kits. Out of 35 kinds, 25 have already been translated into 13 national languages and are put to practical use in villages.

The second project is organization of Regional Workshops in co-operation with Unesco PROAP in order to contribute to personnel training on literacy material production in respective countries. Six Regional Workshops have been organized so far and each time the participation of Pakistan expert was highly appreciated.

For such workshops, however, we can invite only two participants from one country at one time, while the numbers of people working in this field at national level are innumerable. Then ACCU started its third project from 1985 which was essentially a scheme of co-operation to national workshop as a follow-up of the Regional Workshop. The mode of co-operation is to send a team of international consultants from abroad to the National Workshop and to co-operate with the secretariat of the host country. So far, we have organized the National Workshops in the following countries of the Region:

- Nepal 1985
- Indonesia 1986
- China 1987
- Vietnam 1988

In this connection, it is indeed our utmost pleasure to co-operate and work for this National Workshop held here in Pakistan under the dynamic Leadership of Dr. S. M. Qureshi, Secretary, Ministry of Education and Dr. Abdul Aziz Khan, Joint Educational Adviser. My profound gratitude must go to Mr. Sakya, who is to join in the latter part of this Workshop as an Educational Adviser and Executive Secretary to APPEAL from Unesco PROAP. I should also like to express my deep appreciation to Dr. Tongyoo from Ministry of Education, Thailand and Dr. Kako, Artist of Japan for their kind co-operation as international consultants.

We are well-aware that in Pakistan promotion of literacy education is the matter of high priority. We also know that distinguished participants gathered here are actively engaged in development of materials for neo-literates in this country.

As you might know, the participants are going to discuss the knowledge and technology on production of literacy materials as well as to investigate the real conditions prevailing in the rural areas. To make the literacy materials appropriate and according to the needs of the people, its field testing is necessary. It will be a hard-work, but I hope you will actively participate and make this Workshop a great success.

From ACCU, two members including myself and Mr. Aoyagi, Assistant Chief of Book Development Division, are here. We would like to learn from each of you during the Workshop so that the results would be fully reflected in our future activities. We also would like to take this precious opportunity to see and enjoy matchless natural beauty of Pakistan and to know more about your history, culture and life of the people. Moreover, we should like to cultivate friendship, promote friendly feelings and mutual understanding with each others.

Thank you very much for your attention.
ARIGATO GOZAIMASU
BAUHAT SHUKERIA

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